

**IDOE School Improvement and Professional
 Development Corporation Level Assurance Form
 Superintendent / Exclusive Representative Signatures**

Used ONLY When Exclusive Representative Signs Once For ALL Schools.

Corporation Number	3315
Corporation Name	Avon Community School Corp.

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Superintendent Name (Print)	Scott Wyndham
Superintendent Signature	<i>Scott Wyndham</i>
Date Signed	9/29/2020

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3[10])

Exclusive Representative Name (Print)	Suzy Lebo
Exclusive Representative Signature	<i>Suzy Lebo</i>
Date Signed	09/18/20

This signed form should be kept on file at the district office **AND** copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.



AVON INTERMEDIATE SCHOOL WEST 2020-2021 School Improvement Plan

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A handwritten signature in black ink that reads "Amber C. Walters".

Principal Signature

9/30/20
Date

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Avon Intermediate School West School Improvement & School Wide Planning Team

Amber Walters, Principal
Laura Lee, Assistant Principal

Audra McAllister, Instructional Coach

Susan Rassel, 5th grade

Jessica Belcher, 5th grade

Caitlin Carnes, 5th grade

Miranda Giles, 5th grade

Ashley Slager, 6th grade

Jenni Floyd, 6th grade

Serena Runions, 6th grade

Katie Speidel, 6th grade

Jessica Bischoff, STEM

Anne Toliver-Pratt Related Arts

April Barnes Special Education

Troy Warthan, Counselor

Cheryl Albrecht, Counselor

Tracy Teipen, Parent

Cindi Lacey, Parent

Apryl Swynenburg, Parent

Purpose and Direction

Purpose:

The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for deployment.

Avon Intermediate School West Mission Statement:

Avon Intermediate School is committed to supporting the whole child by giving students freedom to take risks, be problem solvers, collaborate with peers, and express their real-world passions. Through authentic learning opportunities, we create a physical, emotional, academic and social community inspiring children to become productive citizens.

1. Education is the shared responsibility of home, school, and community.
2. All students will become positive, self-directed and motivated learners.
3. All students will be engaged in social emotional learning opportunities.
4. All students will learn in a positive environment that allows them to reach their greatest potential.
5. All students will exhibit self-discipline and show respect for themselves, others, and property.
6. All students will develop essential study skills in order to take full advantage of their learning experiences.
7. All students will demonstrate effective written and verbal communication skills.
8. Daily exploratory and physical activities are important in the overall development of the child.
9. Teaming provides students with the opportunity to learn and develop under the expertise of various instructors.
10. Technology is a vital skill for life-long learning.

Avon Community School Corporation

The Mission of Avon Community Schools is to provide an educational program and learning environment for the intellectual, physical, social, and emotional development of its students.

Curriculum Description

The curriculum of Avon Intermediate School West (AIS West) strictly follows the standards outlined by the Indiana Department of Education. Avon Intermediate School West has transitioned to the Indiana Academic Standards as a curricular framework, which can be accessed at the Avon Community School Corporation website, located at <http://www.avon-schools.org/domain/38>

Avon Intermediate West Schools provide a 5th/6th grade curriculum combined with the Indiana Academic State Standards that provides the master plan for learning. The courses offered are those required by the Indiana State Board of Education and necessary for the intellectual, physical, social and emotional growth of students. The intermediate school concept is designed to transition the primary 4th grade elementary student from a more self-contained classroom to a two or three-teacher team in the 5th and 6th grades. This gradual transition is most conducive to entering the departmentalized team-teaching concept of the middle schools.

As a result of efforts to develop a culture of collaboration, grade level teams and professional learning communities collaborate weekly to ensure all students learn by researching best practices, planning lessons and focusing on results tied to instruction, assessment, intervention and enrichment. Professional development continues to support teaching and learning at our district and building level on a weekly and monthly basis for all teachers.

The curriculum, instructional strategies, and assessment program below support all students and drive the school's continuous improvement process. School improvement goals are supported by daily, weekly instructional coaching, district professional development, directed to more discrete, instructional goals.

Career Awareness & Career Development

At Avon Intermediate West, career awareness models will be utilized to introduce fifth grade students to work values and basic employment concepts. In sixth grade, initial career information models that focus on career choices as they relate to student interest and skills will be shared. These include the following for 5th grade students: guest speakers, career focused clubs and career focused classroom lessons. These include the following for 6th grade students: online career navigation program (Indiana Career Explorer,) career lesson focused lessons, guest speakers, and career focused clubs. AIS West students benefit from a variety of community guest speakers ranging from Ortho Indy's Prosthetics Specialists, Eli Lily Engineers, 4Piston Engineers, and Hendricks County Judges, all of whom share their journey through the phases of the career awareness model. Avon Intermediate West offers a variety of extracurricular opportunities for students that extend their awareness of career opportunities, such as Robotics, Stem Scouts, Filmmakers Club, Student Ambassadors, etc. In

addition, Avon Intermediate School West is a STEM certified school that emphasizes the importance throughout the school day of science, technology, engineering, art and mathematics. We have partnered with businesses in our community as STEM partners, such as Duke Energy, Link Observatory, Nextech, and the Avon Outdoor Learning Center.

We will share experiences related to the following to our students: industry-related classroom speakers, use of online career exploration tools (6th grade,) career-related classroom projects and instruction, etc.

English/Language Arts

Indiana's Academic English/Language Arts standards are cross-disciplinary literacy expectations that must be met for students to be prepared for college and career readiness.

In Avon, this is accomplished by using assessments for diagnostic purposes, progress monitoring and formative and summative assessments. When planning, teachers use a tiered approach offering differentiation based on Webb's Depths of Knowledge. Identified resources, programs, and materials that offer explicit (focused, clear, and involving repeated modeling of how to use each skill) and systematic (precisely planned, sequenced, and comprehensive) instruction make up our core curriculum. Strong professional development will support teachers' growth in the use of instructional practices that foster high student achievement at all levels of learning.

- 5th grade: Wit and Wisdom
- 6th grade: Wit and Wisdom
- Intervention: Quick Reads, 95% group

Math

Process Standards

Indiana's Standards for Mathematics describe the key content for students in each grade level and course. Students must develop conceptual understanding of this content. The pedagogical shift in teaching mathematics is at the forefront of collaborative efforts to develop students and "mathematicians" out of Avon Intermediate West teachers and our students.

Avon Intermediate West math teachers will utilize the Mathematical Process Standards as outlined in the Indiana Standards for Mathematics. The Mathematical Process Standards describe how students should engage and interact with math content. Teachers will model these and ensure student application of the practices in order to deepen their understanding of the content. Strong professional development will support teachers' growth in the use of instructional practices that foster high student

achievement at all levels of learning. Curricular resources used at Avon Intermediate School West include:

- 5th grade: Bridges
- 6th grade: CPM
- Intervention: Bridges, Freckle, Math U See

Social Emotional Learning

Avon Intermediate School West students and teachers participate in a daily morning meeting as a part of social and emotional learning. The purpose of the morning meeting is to develop relationships and allow students to feel a part of a supportive school environment. Healthy relationships in the school environment have proven to facilitate academic achievement.

An Intermediate West morning meeting is made up of four components:

- Greeting – An opportunity for all students to be welcomed and acknowledged in the classroom.
- Share- Allows for getting to know one another better and develop empathy.
- Activity- An opportunity for students to have fun, develop self-control skills, get ready to learn, and be inclusive.
- Announcements- Allows the opportunity to inform students of upcoming events, assignments, and daily news.

Knowing students at higher levels through morning meeting permits teachers to better determine how to design learning for individual students.

An additional support for social and emotional learning at Intermediate West, is the calming space in each classroom. The calming spaces allow for student self-regulation. Teachers instruct their students on the appropriate use of the calming space and the appropriate use of the tools provided to aid in regulation. Students are more likely to learn to their greatest potential if they are regulated.

Fifth grade Students at Avon Intermediate School West are engaged in weekly lessons using the Second Step program as our primary curriculum. The curriculum is designed to help students identify and use appropriate skills regarding their social and emotional health. These skills include but are not limited to speaking and listening to others, communicating assertively, showing empathy and compassion, and identifying and regulating emotions. The goal of our curriculum is to equip our students with the skills necessary to thrive in a supportive and safe school atmosphere as they grow academically, socially, and emotionally.

Technology

Avon Intermediate West is a 1:1 school. In this environment students collaboratively create, explore and expand their learning with access to web-based tools and information, and interact with rich curricular content created by teachers in our learning management system (Schoology).

Avon Intermediate West is a STEM Certified School. Teachers integrate STEM daily through a variety of cross-curricular activities. Additionally, our 5th grade students participate in a weekly STEM course facilitated by our Innovation Specialist. Furthermore, our Innovation Specialist collaborates with classroom teachers to integrate STEM learning opportunities.

Curriculum Assessment Data Collection Instruments

We selected the following instruments to analyze student performance:

- ILEARN 5th Grade Language Arts and Math
- ILEARN 6th Grade Language Arts and Math
- NWEA 5th Grade (Fall and Spring)
- NWEA 6th Grade (Fall and Spring)

Appendix: Avon Community Schools Assessment Calendar

Parental Participation

Parent participation at AIS West is active and strong. Parents volunteer to assist our school community, both in and out of classroom. Our parents support our Nine Week Celebrations, PBIS Rewards, Fun Run/Walk, Dodge Ball Tournament, After School STEM Scouts, Spring Social, 6th Grade Celebration, Project Angel and many other school activities. Parent Education opportunities include Oriole Preview, Meet the Team, Entrepreneur Fair, STEM Mentoring, Band, Choir Orchestra, Musicals, and Science Fair.

- *Activities for this year are pending due to Covid 19. Avon Intermediate West will follow the guidance of the Governor and Indiana Health Department.*

Exceptional Learners: Learning Needs of All Students

English Language students- The Avon Community School Corporation's mission is to ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

High Ability- The Avon Community School Corporation, in accordance with Indiana Code 20-36-2, has developed and provides appropriate educational experiences to high ability students in grades kindergarten through grade 12. By definition, "A High Ability Student is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation or interests." (Indiana Code 20-36-1-3) The ACSC High Ability program provides a learning environment that provides the level of challenge necessary for a student's intellectual and personal growth and encourages learning beyond the regular curriculum with an emphasis on critical thinking to provide students with skills necessary for College and Career Readiness.

Special Education- We will help all students access the general education curriculum. Teachers may use accommodations and sometimes modifications to lesson plans and materials to facilitate the support for a student to continue progressing in school. As outlined in Article 7, 511 7-42-10, every effort should be made, and it should be assumed that a student can benefit from the general education curriculum before moving him/her to a more restrictive placement. It is a major consideration to remove a student from their general education environment and peers. All students (except for those in life skills and possibly some with impacting behavior challenges should receive their core instruction in the general education environment with their chronological peers.

Safe & Disciplined Learning Environment

AIS West has implemented PBIS (Positive Behavior Intervention & Supports) building wide. Together, staff and students have created a SOAR matrix that outlines our four focus areas and what our actions look like in each common area as we follow the SOAR matrix. SOAR stands for: S- Stay Safe, O-Own Your School, A- Achieve to Our Best Ability, R- Respect Everyone. Each day teachers and staff look for students following these expectations then the students are rewarded with SOAR tickets. Students use the SOAR tickets to purchase items each week and to earn school wide rewards. Specific criteria are in place to ensure all students are SOARing at West. If a student has numerous major/minor offenses, then the RTI team will refer the student to supplemental supports, such as Check In/Check Out. Staff collaborate frequently with parents to ensure all students are doing their personal best to ensure a safe learning environment for all.

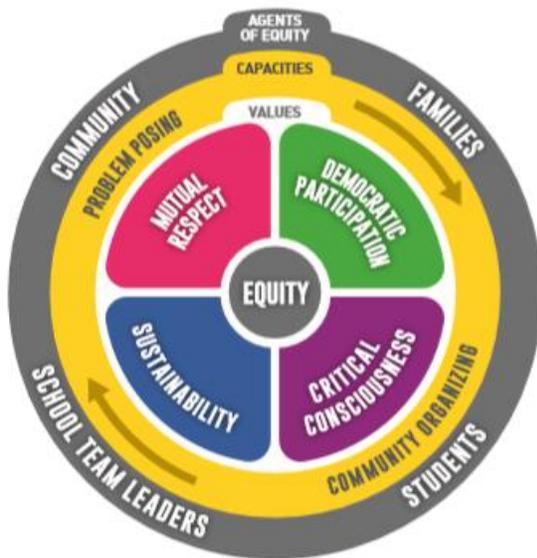
Cultural Competency

AIS West teachers will continue to grow in our understanding of cultural competency through professional development. Staff will collaborate and deepen our own understanding of the various cultures in our building and community to ensure we are meeting the individual needs of the students in our classroom. Staff are facilitating morning meetings each day in their classrooms to grow our students in their understanding and appreciation of others. Teachers integrate cultural competency using a variety of text, music, and media. Each school has a Family and Community Engagement committee. This committee, comprised of staff and parents, is dedicated

to giving all groups represented in Avon a voice to increase educational opportunities for all. Our work this year will be to grow our teacher mindsets to develop a deeper understanding of what culture is and is not, understanding our own perspectives and how these impacts those around us each day.

At AIS West and Avon as a whole, we have formed Parent Family Community engagements to walk alongside our various subgroups and learn from each of what they need to ensure their child's daily success in and outside of our schools. Teacher leaders and parent advocates are working together to ensure that teachers have the knowledge, skills, and dispositions needed to effectively engage with parents, families, and the community members within the district, especially those families and community members from non-dominant cultures, language groups, or economic backgrounds.

EQUITY FRAMEWORK FOR RECIPROCAL FAMILY, COMMUNITY, & SCHOOL PARTNERSHIPS



MUTUAL RESPECT
Stakeholders suspend judgment, assess their own biases, and engage with others openly for the purpose of meeting common goals, recognizing the legitimacy of the other in the face of difference. Space is made for multiple perspectives to be considered and valued.

DEMOCRATIC PARTICIPATION
All stakeholders recognize the inherent value of shared communication and commit to decision-making processes that are inclusive of each voice. All have a right to be well-informed and to take part in inclusive decision making.

EQUITY
Equitable educational policies, practices, interactions and resources are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that empower them toward self-determination and reduce disparities in outcomes regardless of individual characteristics and cultural identities.

SUSTAINABILITY
Stakeholders are guided and united by a strong, well articulated, collectively produced vision. The impact of the work becomes more than the work of individuals. Stakeholders work in concert and across years to achieve impact on a large scale.

CRITICAL CONSCIOUSNESS
An orientation towards a cycle of naming, reflecting, and taking action on inequity, privilege, and marginalization. This includes identifying impersonal systemic dynamics perpetuating inequity, and acting to transform these systems.

ENGAGING WITH EQUITY
Partnering for Radical Transformation of Schooling
©2019 Teemant & Associates LLC
Contact: Dr. Annela Teemant (ateemant@gmail.com)
Peter Chiles, Teemant, A., Thejani, G., Sherman, B. J., Santanero Craft, C., Lohm, J. H., & Adika, S. (2019). Equity Framework for Reciprocal Family, Community, & School Partnerships [Poster]. Greenwood, IN: Teemant & Associates LLC.

ENGAGING WITH EQUITY
Partnering for Radical Transformation of Schooling
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Contact: Dr. Annela Teemant (ateemant@gmail.com)

Comprehensive Needs Assessment of Data

Enrollment

Avon Intermediate School West celebrates a growing diversity and a broad continuum of outstanding learning opportunities for all students.

School Results				
	2016-2017	2017-2018	2018-2019	2019-2020
A-F Accountability Grade	B	C	C *hold harmless	No testing due to Covid 19

Enrollment Totals (#)				
	2016-2017	2017-2018	2018-2019	2019-2020
Total	719	715	757	770
Male	380	396	414	424
Female	334	361	343	326

Enrollment by Ethnicity (%)				
	2016-2017	2017-2018	2018-2019	2019-2020
Asian	6	5.3	5.1	6.7
Black	13.2	13.7	12.8	15.2
Hispanic	9.2	10.9	10.5	10.24
Multi-Racial	4	4.5	6.1	7.6
White	67	65.5	65.2	60.2

Free/Reduced/Paid Lunch (%)				
	2016-2017	2017-2018	2018-2019	2019-2020
Free	22.1	25.7	24.2	34.9
Reduced	7.5	5.3	8.7	10.3
Paid	70.4	69	67.1	54.6

Safe and Disciplined Learning Environment

Discipline (Total #)				
	2016-2017	2017-2018	2018-2019	2019-2020
Suspensions	40	50	68	75
Expulsions	1	0	0	0
Suspensions by Subgroup				
	2016-2017	2017-2018	2018-2019	2019-2020
Asian	0	0	0	1
Black	7	8	23	22

Hispanic	1	6	3	6
Multi-Racial	10	2	11	14
White	22	34	31	32
Female	6	6	11	6
Male	34	44	57	69
IEP- YES	17	32	44	28
IEP-NO	23	18	24	37

Attendance

Avon Intermediate West will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population, as well as individual student attendance rates and patterns. We will celebrate students meeting the definition of “model attendee” or “persistent attendee.” Our school takes pride in building relationships with students and families to ensure they feel safe and welcome at AIS West each day. Positive Behavior Supports are utilized to motivate students to attend school daily. Our counselors monitor attendance and collaborate with Project Attend when a child’s lack of attendance is impacting their ability to learn or has met the criteria of a habitual absentee. Our goal is to maintain a school attendance rate consistent with the IDOE definition of “model or persistent attendance.”

2016-2017	2017-2018	2018-2019	2019-2020
97.06%	97.08%	97.04%	95.92%

Assessment Data Collection Instruments

We selected the following instruments to analyze student performance:

- ILEARN 5th Grade Language Arts and Math
- ILEARN 6th Grade Language Arts and Math
- NWEA 5th Grade (Fall and Spring)
- NWEA 6th Grade (Fall and Spring)

Data

- **ILEARN Language Arts and Math**

When analyzing ILEARN test results, Avon Intermediate West students continue to perform above the state average. Teachers work with our students to maintain or continue to make progress toward our goal of all students “at or above proficiency” and high growth percentages.

Indiana students achieving at proficiency on the ILEARN assessment have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

ISTEP/ILEARN data				
	2016-2017	2017-2018	2018-2019	2019-2020
5 th grade Math	71.7	75.5	63	No data
5 th grade ELA	67.2	66.2	58	No data
5 th grade Social Studies	72.9	67.9	59	No data
6 th grade Math	73.6	66.4	58	No data
6 th grade ELA	75.4	66.7	56	No data
6 th grade Science	75	64.3	65	No data

2019-2020: no assessment data collected due to COVID 19

NWEA 5th and 6th Grade Reading, Language Arts, and Math

NWEA, Northwest Evaluation Association, will be utilized to measure achievement and growth at AIS West in the areas of reading and Mathematics. NWEA is a state-aligned computer adaptive test that reflects the instructional level of each student and measures growth over time. The displays below show the average RIT score per grade level for reading and math.

AIS West strives to observe growth percentages at or above 80%.

NWEA Spring data (% met growth projection)				
	2016-2017	2017-2018	2018-2019	2019-2020
5 th grade Math	54	59	55	No data
5 th grade ELA	61	56	48	No data
6 th grade Math	60	70	64	No data
6 th grade ELA	55	56	55	No data

2019-2020: no assessment data collected due to COVID 19

School Improvement Goals

After much analysis and collaboration around the data, the staff at Avon Intermediate School West have identified the following goals.

Goal 1: English Language Arts

All students will improve reading comprehension through explicit instruction and increased opportunities to achieve mastery at grade level standards as measured by ILEARN.

Focus Area: Reading Comprehension

Focus Area Goal:

3-year goal:

- By 2022-2023, 80% of Avon Intermediate School West students will meet or exceed their projected RIT growth as measured by the Reading NWEA Assessment.

1-year goal:

- In 2020-2021, 70% of Avon Intermediate School West students will meet or exceed their projected RIT growth as measured by the Reading NWEA Assessment.

Action Steps

- Teaching ELA Priority Standards in all classrooms (OKR 1, 2 and 3.)
 - Align resources with priority standards
 - Revision of scope and sequence as needed
- Use data to inform core instruction and interventions (OKR 4.)
- Ongoing professional development and allotted planning time/support for teachers as they implement Wit and Wisdom.
- All teachers will support students in the following areas: contextualization, classroom/small group discussion, and co-constructed activities.
- All teachers will support and implement ToSeec as a strategy for teaching students how to respond to constructed response questions. Teachers will use a rubric to assess and provide students with direct feedback.
- Students will write in response to text to show their level of understanding. Teachers will use a rubric to assess and provides students with feedback.
- Engagement in Professional learning communities to collaboratively focus on the four essential questions related to instruction, assessment, intervention and enrichment for reading literature and non-fiction text.
 - What skills and knowledge should our students acquire?

- How do we know our students have acquired the skills and knowledge?
- What will we do when students do not acquire the skills and knowledge?
- What will we do when the students already have acquired the skills and knowledge?

Assessment Tools:

- ELA formative assessments within units/ Wit and Wisdom
- Checks for understanding (Formative/Summative)
- NWEA

Goal 2: Mathematics

All students will improve math conceptual thinking skills through explicit instruction and increased opportunities to achieve mastery of grade level standards as measured by ILEARN.

Focus Area: Mathematics

Focus Area Goal:

3-year goal:

- By 2022-2023, 80% of Avon Intermediate School West students will meet or exceed their projected RIT growth as measured by the Math NWEA Assessment.

1-year goal:

- In 2020-2021, 70% of Avon Intermediate School West students will meet or exceed their projected RIT growth as measured by the Math NWEA Assessment.

Action Steps

- Teaching Math Priority Standards in all classrooms (OKR 1.)
 - Align resources with priority standards
- Use data to inform core instruction and interventions (OKR 2 and 3.)
- Ongoing professional development and allotted planning time/support for teachers.
 - Bridges- 5th grade
 - CPM- 6th grade
- Utilize frequent checks for understanding to provide appropriate feedback and targeted instruction/intervention. (OKR 2 and 3.)
- Develop lessons that integrate the Mathematical Process Standards and use of increased Depth of Knowledge questioning.

- Engagement in professional learning communities to collaboratively focus on the four essential questions related to instruction, assessment, intervention and enrichment for mathematics:
 - What skills and knowledge should our students acquire?
 - How do we know our students have acquired the skills and knowledge?
 - What will we do when students do not acquire the skills and knowledge?
 - What will we do when the students already have acquired the skills and knowledge?

Assessment Tools:

- Check Points (Bridges)
- Unit assessments (Bridges)
- NWEA
- Formative assessment
- Task and performance level feedback

Goal 3

Focus Area: Social Emotional Learning

Focus Area Goal:

3-year goal:

- By 2022-2023, Avon Intermediate School West students will continue to show at least a 10% increase in their sense of belonging/social awareness from fall to spring as measured by the Panorama survey each year.

1-year goal:

- 5th grade: In 2020-2021, Avon Intermediate School West students responding to the Panorama survey of feeling a sense of belonging at school will increase overall by 10% from fall to spring.
- 6th grade: In 2020-2021, Avon Intermediate School West students responding to the Panorama survey of social awareness at school will increase overall by 10% from fall to spring.

Action Steps

- Students will participate in daily morning meetings with their homeroom teacher.
- 5th grade students will participate in 1 weekly Social Emotional Learning class with a school counselor.
- 6th grade students will participate in 1 monthly Social Emotional Learning lesson led by a counselor via a video recording.
- Implementation of tier 1 and 2 Positive Behavior Supports.
- Increased staffing- two full time counselors and a school social worker.
- Review, analyze and develop an action plan using the Panorama survey data.

Appendix

Professional Development Plan

	Math	ELA	Whole Staff	Paraprofessionals
July	Math PLC	ELA PLC Wit & Wisdom ARC planning	Overview of building specific procedures & expectations	Overview of building specific procedures & expectations
August	Math PLC	ELA PLC Wit & Wisdom ARC planning	Bullying Blood Borne Pathogens Mandated Reporting	Bullying Blood Borne Pathogens Mandated Reporting
September	Math PLC	ELA PLC Wit & Wisdom ARC planning	PBIS Overview Data Driven Instruction & WINN	PBIS Overview
October	Math PLC	ELA PLC Wit & Wisdom ARC planning	Test Security Data Dive	Test Security
November	Math PLC	ELA PLC Wit & Wisdom ARC planning	Cultural Competency	Cultural Competency
December	Math PLC	ELA PLC Wit & Wisdom ARC planning	Trauma Informed Instruction	Small Group work
January	Math PLC	ELA PLC Wit & Wisdom ARC planning	Data Dive: Review NWEA data PBIS review and reteaching expectations	PBIS review
February	Math PLC	ELA PLC Wit & Wisdom ARC planning	Data Dive	Brain Aligned Strategies
March	Math PLC	ELA PLC Wit & Wisdom ARC planning	Review Test Security & Accommodations	Review Test Security & Accommodations
April	Math PLC	ELA PLC Wit & Wisdom ARC planning	Develop SIP for 21-22	Teaching Practices/ Procedures
May	Math PLC	ELA PLC Wit & Wisdom ARC planning	Reflecting upon the year and planning for the new year	Reflecting Upon the Year

Assessment Calendar

FALL						
DATES	IT Roster and Results Upload	Assessment	Purpose	Grade	Data Available	Data Usage
Aug. 10 - Aug. 28	July roster upload Results upload to eduCLIMBER	NWEA MAP Growth	Screeners	3-6	Aug. 31	Teacher tutorials for use of data and goal setting: https://teach.magnwea.org/assist/help_map/Content/AboutMAP/VideoBrowse/SGSWVideo.htm (Student goal setting? All/Some/Few? Decision Rule?) Virtual PD
Aug. 10 - 28	July roster upload Results upload to eduCLIMBER	TBD	Screeners	7-8	Aug. 31	Teacher tutorials for use of data and goal setting: https://teach.magnwea.org/assist/help_map/Content/AboutMAP/VideoBrowse/SGSWVideo.htm (Student goal setting? All/Some/Few? Decision Rule?) Virtual PD
Aug. 10 - 28	None Results upload to eduCLIMBER	PSI ARAN LNF	Dyslexia Screeners	K-2	Aug. 31	
Aug. 31 - Sept. 11	None Results upload to eduCLIMBER	Panorama Anonymous /Linked Survey	SEL Screener	3-8	Sept. 11	
Aug. 31 - Sept. 11	NWEA nightly upload Results upload to eduCLIMBER	NWEA Reading Fluency	Dyslexia Screener	K-2	Sept. 14	
Oct. 28 - Nov. 20	October 2, 4 upload to Riverside Nov. 21 upload results to educlimber	CogAT	Screen	2, 4, New Enrollment s		Data decision rule for students to take CogAT as a new enrollee to Avon. 75 th %ile or higher to take it?
Nov. 30 - Dec. 21	November upload to Riverside	CogAT Screener	Screen	K		
WINTER						
Dec. 13-20	Anonymous Results upload to eduCLIMBER	SEL Screener Panorama	Screen	K-6		
Dec. 3 - Jan. 25	Nightly uploads Results upload to eduCLIMBER	NWEA MAP Growth	Screen	2-6	Jan. 26, 2021	
Jan. 13 - 24	Data upload Results	SEL Screener Panorama	Screen	K-12		

	October data upload Results upload to eduCLIMBER	WIDA ACCESS	Diagnostic	1-12		
SPRING						
Apr 8 – May 17	Nightly uploads Results upload to eduCLIMBER	I AM (ISTAR Replacement)	Summative	3-8		
March 8 - 19	Nightly uploads Results upload to eduCLIMBER	IREAD 3	Summative	3		
Apr. 8 – Apr. 18	Nightly uploads Results upload to eduCLIMBER	NWEA MAP window	Screeners	2		
Apr. 19- May 14 (17)	Nightly uploads Results upload to eduCLIMBER	ILEARN window	Summative	3-8		
May 13 – 17	Nightly uploads Results upload to eduCLIMBER	ILEARN make-up	Summative	3-8		
April 20 – May 22	Nightly uploads Results upload to eduCLIMBER	ILEARN Biology	Summative	8+		
Apr. 29- May 29	Nightly uploads Results upload to eduCLIMBER	NWEA MAP Growth	Screeners	2-6	How will we do this at elementary?	
Summer 2021						
May 28- July 19	Nightly uploads Results upload to eduCLIMBER	IREAD 3	Summative	3		

**Tentative dates; IDOE will seek input from the field to share with State Board members for consideration

Safe and Disciplined Learning Environment: PBIS SOAR Matrix

AVON INTERMEDIATE SCHOOL WEST BEHAVIOR EXPECTATIONS MATRIX

RESTROOM	HALLWAY/LOCKER	CAFETERIA	TECHNOLOGY	RECESS	ARRIVAL/DISMISSAL
<ul style="list-style-type: none"> Wash hands with soap Feed on floor, water in sink Keep hands and feet to yourself 	<ul style="list-style-type: none"> Walk in 2 lines on the right Keep hands, feet and objects to yourself Hold on to materials Line-up in designated areas 	<ul style="list-style-type: none"> Always walk to yourself Keep hands, feet and food to yourself Keep items on the tray and/or table Take and eat only your food Raise your hand if you need to leave your seat 	<ul style="list-style-type: none"> Keep password to yourself Use school approved websites Interact online with others as directed by teachers 	<ul style="list-style-type: none"> Use equipment safely Plan in designated areas Walk on sidewalks 	<ul style="list-style-type: none"> Always walk Keep hands, feet and objects to yourself
<ul style="list-style-type: none"> Flush toilet Clean up after yourself Turn off water Report problems 	<ul style="list-style-type: none"> Put trash in a trash can Recycle Use locker quietly and properly Keep your locker clean and organized 	<ul style="list-style-type: none"> Put trash in a trash can Clean up after yourself Help others 	<ul style="list-style-type: none"> Keep laptop in bag when not in use Keep liquids away from laptop Hold laptop with two hands when not in case Report damage or abuse 	<ul style="list-style-type: none"> Put trash in trash cans Alert teacher to problems 	<ul style="list-style-type: none"> Say hello/goodbye Use positive words Help someone else if needed
<ul style="list-style-type: none"> Use restroom closest to class Be prompt 	<ul style="list-style-type: none"> Move quickly and quietly Gather all materials in one trip to locker 	<ul style="list-style-type: none"> Bring your ID for your own purchases Give others appropriate space Voice Level 0 when an adult is on the microphone 	<ul style="list-style-type: none"> Charge laptop nightly Complete assigned tasks on laptop Use laptop as a learning tool as directed by your teacher Cell phone use before and after school only 	<ul style="list-style-type: none"> Line up quickly when whistle blows Use Voice Level 1 when entering the building 	<ul style="list-style-type: none"> Go straight to locker and class Complete classroom routine and be prepared to learn Cell phones off and in your locker (unless instructed by a teacher)
<ul style="list-style-type: none"> Give others respect Use manners Use the restroom with a Voice Level 1 	<ul style="list-style-type: none"> Hold the door for others Use a Voice Level 1 Give others space at locker 	<ul style="list-style-type: none"> Keep your place in line Use a Voice Level 2 Use only your own account for purchases Say please and thank you Be kind 	<ul style="list-style-type: none"> Use headphones when using sound Be positive with others online Think before you type 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use positive words and behaviors Include others 	<ul style="list-style-type: none"> Hold the door for others Use positive words and behaviors Be considerate and patient with locker neighbors



S Stay Safe

O Own our School

A Achieve to our best Ability

R Respect Everyone