

*Avon High School*  
Avon Community School Corporation

School Improvement Plan

2019-2022

September 2019

Revision: September 2020

Matthew A. Shockley, Principal

7575 East County Road 150 South

Avon, IN 46123

(317) 544-5000

[www.avon-schools.org/Domain/8](http://www.avon-schools.org/Domain/8)

## **Executive Summary**

### **Avon Community Profile**

The Avon Community School Corporation, located in Washington Township in eastern Hendricks County, is thirteen miles west of downtown Indianapolis. The community, which developed around the intersection of a major U.S. highway (U.S. 36) and a major Indiana roadway (S.R. 267), has been in existence since the 1800s. Avon has developed from an agriculture-based community into a blend of single residential homes, apartments, businesses, and service industries.

The first Washington Township School of record was located near the site of White Lick Presbyterian Church. In 1878 (fifty-one years later), ten schools had been established in Washington Township. Schools located within Six Points, Shiloh, and Avon joined to form a consolidation within Washington Township. Even now, the schools located in Avon continue to grow and expand. In 1958, there were 910 students enrolled in Avon Schools compared to today's approximate enrollment of upwards of 9,000. The Avon Schools became a corporation on July 1, 1962 under the Acts of 1959, Chapter 202. The present school corporation is composed of Washington Township, Hendricks County.

Hendricks County has experienced tremendous growth over the past twenty-five years. The population of Hendricks County in 1980 was only 12,500. The population of Hendricks County in 2010 had grown to 145,414; as of 2018, the entire population of Hendricks County is estimated to be 167,009 which is a 14.9% growth.

Estimated population data in 2018 shows a population of 48,268 residents in Washington Township (heretofore Avon) alone, which is the township serviced by Avon Community Schools (statisticalatlas.com). With an increase in population came a significant change in student diversity. Though still an overwhelmingly white population, minority representation in Avon is more diverse than rest of Hendricks County. The Black/African-American population, for example, makes up 6.1% of Hendricks County compared to 8.9% in Avon while the Hispanic population in all of Hendricks County is 3.2% compared to 6.2% in Avon.

Currently, 27% of Avon's population is under eighteen years of age, while 11% is sixty-five years or older. The median age of Avon residents is 35.9 while the state median is higher at 37.4. Median household income in Indiana in 2017 was \$54,134; the median income for Avon the median household income was \$80,209 which is a difference of nearly \$26,000; this indicates that Avon Schools service a relatively affluent population. Nearly 40% of Avon's population has a Bachelor's degree which is 1.5 times more than the rate of Indiana as a whole.

Located in the center of Washington Township, the town of Avon was incorporated in 1995. Incorporation has enhanced the township and attracted business and industry resulting in an evolving sense of community. The addition of sewage systems and other utilities have resulted in significant housing development in the town itself. A wide range of housing is available in the Avon area. The median value of owner-occupied homes in Avon is \$170,400. Projections based upon pending building permits and approved subdivisions indicate that the Avon community will continue to grow and experience substantial activity in commercial development related to small businesses and service industries. Avon's future looks bright thanks to its location, amenities, and a strong local economy.

### **Our Schools**

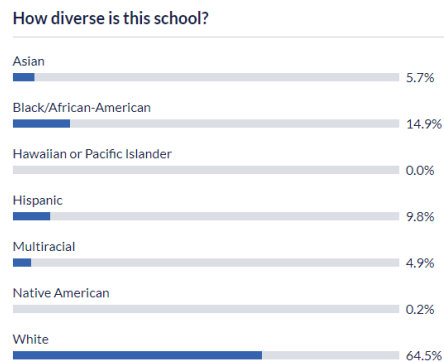
Avon Community School Corporation serves over 10,100 students and is comprised of Cedar Elementary, Hickory Elementary, Maple Elementary, Pine Tree Elementary, River Birch Elementary, Sycamore Elementary, White Oak Elementary, Avon Intermediate East, Avon Intermediate West, Avon Middle School North, Avon Middle School South, and Avon High School. The Avon Administration Center opened in the fall of 2008. The elementary schools house students in grades K-4. The intermediate schools are grades 5-6 buildings and the middle schools are grades 7-8 buildings. The high school encompasses grades 9-12. The corporation partners with Brownsburg Schools to provide an alternative high school program, Harris Academy, which is located in Brown Township in Hendricks County. The Avon Community School Corporation is also a member of both the Central Indiana Educational Service Center and Area 31, a vocational education cooperative.

The Avon Community School Corporation is governed by a five-member elected Board of School Trustees, which has received state recognition as a Master Board. All schools are accredited by the State of Indiana. As of 2019, Avon High School employs more than 250 certified and non-certified (support) staff. Together with the student body of 3200 Avon High School houses more than 3,500 people on any given day.

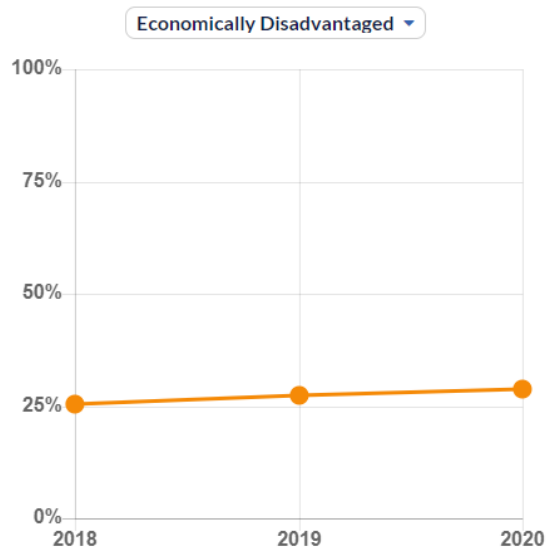
## Growth/Enrollment

Between 2007 and 2020, Avon Schools averaged sizable growth annually and overall enrollment has risen from 7,243 students to 10,172 during that span. The steady growth rate has diversified our enrollment ethnically and socio-economically, as well as impacted specialized educational programs.

The following graph demonstrates the ethnic and racial diversity of Avon High School during the 2019-2020 school year:



The following graph represents the free/reduced student enrollment trend for Avon High School over



the last two years:

Along with the increased diversification of the corporation, the English as a Second Language program has expanded to 3.7% at Avon High School in 2019-2020 up from 1.4% in 2016. There are over 75 different

languages spoken throughout the school district. As a result, the school has been able to expand its ELL support by adding 1.5 FTE during the 2020-21 school year.

The chart below demonstrates how various student groups are represented at Avon High School:

#### How are various student groups represented?

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#### Avon High School Profile

Extensive extra-curricular and co-curricular opportunities are offered to Avon students. The academic, athletic, and fine arts programs have excelled at both the state and the national levels. Staff, parents, and community members take a very active role in Avon's school programs. A recent survey performed by the Survey Research Center at IUPUI found that overall, residents in Washington Township think very highly of the school system. Seventy percent of the residents rated Avon Community Schools as excellent or good. Avon Community Schools is the second most important reason young families move to the area.

#### Mission Statement

The mission of Avon High School is excellence in instruction and learning for all students. It is our responsibility to help students reach their full potential and master challenging curricula. Students will be taught the importance of academic excellence, critical thinking, and communication skills required for the 21<sup>st</sup> century. In addition, our staff will foster an environment of personal integrity, responsibility, empathy for others, and respect for cultural diversity. In a collaborative effort with colleagues, students, parents, and the community, the Avon High School staff will monitor student achievement through state and local assessments and respond with a systemic plan of intervention to meet the needs of students who are failing to meet rigorous standards.

***"Learning is the only option; whatever it takes."***

#### Diversity Statement

Diversity is a strength, and multicultural experiences are vital components of the educational process. It is the policy of Avon High School to recognize the uniqueness of each individual. Statements or behavior which insult, degrade or stereotype any other person on the basis of race, gender, handicap, intellectual ability, physical condition, sexual orientation, socio-economic background, ethnic or national origin, or religion is unacceptable. The school community will show consideration for rights, opinions, and values

of all individuals at Avon High School. School Clubs play a vital role in connecting with individual student interests by providing engaging, safe, caring communities in which students can interact with other students and continue learning and growing outside of the classroom.

### **Vision Statement**

Avon High School personnel will work together to ensure each student achieves academically and socially. Making reading and writing the center of instruction ensures that students achieve at their highest level, as indicated by their performance on national, state, and local exams. Student backgrounds and perspective are seen as valuable contributions to conversations and collaborations school-wide and within the classroom. Avon High School students will graduate on schedule, taking the skills and abilities they acquired with them as they enter the college or career environments.

Essential Questions are used to drive instruction toward student engagement and mastery of the skills and content knowledge students need to reach their highest academic potential.

1. What do we want all students to learn?
2. How will we know when each student has acquired the intended knowledge and skill?
3. Who will respond when students don't learn so that we can improve upon current levels of learning?
4. Who will respond when students master intended knowledge and skills and need challenged?

### **Curriculum**

The curriculum of Avon High School supports the achievement of Indiana academic standards by being aligned to those standards as well as the transition to the common core standards. All textbooks and materials used to support these standards are approved through a collaborative process involving administrators, instructional leaders, teachers, parents, community members, and the Board of Education. The curriculum is available for inspection at the corporation offices. Teachers are expected to base instruction upon these standards and are expected to list these standards in their daily lesson plans as target objectives. Scope and sequence of the standards are monitored in collaborative learning communities and overseen by the department chairs.

### **Instructional Coaching**

Avon High School employs two full-time instructional coaches housed solely in the building to support teachers while improving the instructional strategies for increased student achievement. Teachers are provided growth opportunities in collaborative learning teams and individually as they look to develop data collection skills to determine students' instructional needs, enhance and expand upon best practices, and provide a positive learning environment throughout the school.

### **AALC**

The Avon Advanced Learning Center (AALC) at Avon High School is a state-of-the-art learning facility designed to provide unique learning experiences for seniors and advanced underclass students. These experiences will provide seniors the necessary skills for successful entry into higher education or the world of work. The rigorous academic environment enhances the goal of making students self-directed learners, who are able to effectively advocate for themselves. The Avon Advanced Learning Center will focus on building student understanding of their strengths and weaknesses to better ensure success in the demanding and ever-changing 21<sup>st</sup>-century.

### **Parental Involvement**

Parents are invited frequently to participate at Avon High School throughout the year at events such as Freshman Parent Night, Junior Parent Night, AP Parent Night, Financial Aid Night and Back to School Night. Parents are also given the opportunity to volunteer at the school. Avon High School has two parents each year who serve as Parent Partners to work with various committees providing feedback and input on school initiatives. Parents also have the chance to comment through surveys during the year to provide feedback on school initiatives such as the ABC schedule.

### **Technology**

Advanced Technology is emphasized throughout the school both as an instructional medium for teachers and as a learning tool for students. Classrooms are equipped with data projectors and computers with latest iterations of software. Elmo visual presenters, Mobi tablets, and laptops are available for teachers in all classrooms. All students have laptops that are incorporated into instruction in many of their classes. All teachers have access to a full-time in-building technicians to assist on an as-needed basis. The school community uses Schoology extensively for lessons, assessments, and other classroom activities. Teachers have access to ExamView Pro to create common assessments. Teachers are a key component in helping students to become responsible users of technology, so that the students understand the strengths and limitations of computer technology. PowerParent, our corporation grade program, is updated frequently by teachers so that students and their families have the most current grade information. The school administration, counselors, and teachers are able to communicate effectively with parents using ParentSquare.

### **Academic Honors Diploma and Core 40 Offerings**

Currently, Avon High School encourages all students to go beyond the Core 40 offerings by earning an Academic Honors Diploma. To enable students to do so Avon offers twenty-two Advanced Placement Classes. Dual credit courses through Vincennes University and Project Lead the Way classes are also offered. Students meet with guidance counselors during their freshman year to plan their course of study; students then meet each year thereafter to review and or revise the plan.

The Class of 2020 had 662 graduating students. Of these, 58% received Academic Honors or Technical Honors Diplomas. Our students are college bound as over 80% of the Class of 2020 enrolled in a two- or four-year institution. More specifically, 63% indicated they would be attending a four-year college upon graduation; 18% shared they would be attending a two-year college; 4% stated they would attend a vocational or technical program; 11% had plans to enter the workforce; 5% were entering the military.

### **Interventions**

Some tier one academic Interventions for students include after-school tutoring by the National Honor Society, peer tutoring during Student Resource Time (SRT), and the AIM program (Avon Incredible Mentors). Many students meet on their own time with students before and after school.

Tier two academic interventions include English Language Arts and Math Labs to support students in the core; students who are encountering difficulty maintaining their course load or need additional intensive academic support are referred to an Academic Coach who sets goals for success and learning.



A tier three option for those students who are credit deficient after their freshman year is Harris Academy which is a mastery-based small learning community that serves Avon (AHS) and Brownsburg High School (BHS) students who are typically juniors and seniors. Most of these students are encouraged to become a part of the Area 31 vocational program as well.

### **Professional Development**

The goal of professional development planning is to provide opportunities that reach all subject areas and are relevant to each individual. The district administration, high school administration, instructional coaches, and department chairs collaborate to provide professional development opportunities based on the school's mission and goals. Throughout the school year, time has been prioritized for teacher professional learning that aligns with our school goal. The following dates have been set for one-hour delays during the 2020-2021 school year: *August 12; September 9; October 7; November 11; December 9; January 13; February 10; March 10; April 14; May 12*

Professional development topics and activities for the 2020-2021 will focus upon school improvement goals and the development of lessons, assessment, and instructional improvement for increased student learning in Professional Learning Community's Collaborative Team structure.

### **Professional Learning Communities (PLC)**

During the 2018-2019 school year, Avon High School reflected upon its PLC work over the past 10 years. The purpose and work of PLCs was discussed with department chairs and the leadership team read *In Praise of American Educators* by Richard DuFour. Content area department chairs will be provided training to refocus the work of our PLCs and enhance their effectiveness. The goal is for our PLCs to focus on student learning by reviewing student work and analyzing student data generated through work with the School Improvement Plan goals, specifically literacy.

Professional Learning Communities (PLCs), in content area-based teams, serve as a primary means for regular professional dialogue and learning among our teaching staff. A leader is designated for each PLC. Agenda and minutes are created for each meeting as well as group norms which are developed to articulate how members will work and interact. PLC meetings focus on the four central questions: what do we want students to learn?; how will we know if they have learned it?; what will we do if they have not learned it?; how will we respond if they already know it? PLCs meet on a bi-weekly basis to collaborate upon the learning goals and objectives set forth in the curriculum. Formative and summative assessments are the primary means by which collaborative teams can monitor the fidelity of the core curriculum in each department. Common planning time is provided to core subject areas. Department chairs and their

respective administrators meet about every six-weeks with collaborative team leaders to assess the collaborative team's progress toward school learning goals.

### **New Teacher Mentoring**

The district has re-established new teacher mentoring for the 2020-21 school year district-wide. Teachers that have been hired in Avon as first-year teachers with zero to two years of previous teaching experience will be assigned a mentor by their building principal. The role of the mentor is to provide a quality professional who is able to grow a new colleague in both the art of instruction and building relationships with children. Successful mentors are those experienced teachers that have demonstrated leadership, positive attitudes, and are knowledgeable in their instructional practices in similar content areas to the new teacher.

### **Cultural Competency**

Avon High School values its diversity and views this diversity as an advantage to all students and staff. Understanding and embracing differences are a priority because we recognize that all student academic and social experiences become richer when multiple viewpoints and background experiences are shared. Minority students are represented in every school group and sport at Avon and teachers encourage students to bring their background knowledge into conversations and their writing in order to harness the power of diverse voices. Professional Development opportunities assist teachers in learning more about the cultural backgrounds of our students and the obstacles faced by some students because of language or stereotypes.

### **Positive Behavior Intervention Supports (PBIS)**

In the 2018-2019 school year, the high school followed the rest of the district into full implementation of Positive Behavior Intervention Supports (PBIS). This was the second year of the initiative, but the first year was a planning, goal-setting year to establish expectations for staff and students. The primary mission established by the PBIS implementation team is "To create and promote a safe and positive school culture by teaching and encouraging positive behavior." The first full year of implementation was a qualitative success. Staff and students clearly understand Avon High School behavioral expectations much more clearly and it has lent to consistency among teachers in their approach to students.

Quantitatively, the 2018-2019 school year was a collection of baseline data. Staff utilized EduClimber as a tool to record behavior incidents allowing the PBIS team to track things such as location, behavior, time of behavior, etc. and to allow the team to create behavioral interventions. The 2020-21

school year afforded us the opportunity to implement a small TIPS intervention team that used PBIS data in decision making for students who were struggling behaviorally which was affecting their academic progress. The general consensus among TIPS team members is that this leveled intervention of PBIS proved successful for some students and could do the same for students in the future.

### **Safe Learning Environment**

For high-levels of learning to occur in the school setting, a safe and disciplined school environment must be a top priority. Avon High School engages in several proactive measures to ensure student and staff safety. In addition to the measures below, ACSC created a new School Police Department which ensures a consistent presence at the high school with the primary objective of building positive relationships.

- Limited entry points during the school day with door supervisors present.
- Principals and staff trained in A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) to respond to violent intruder events.
- Over 180 security cameras located inside and outside the building.
- All staff wear visible ID badges on campus.
- Emergency (fire, tornado, man-made) drills are practiced to comply with Indiana law.
- Evacuation signs for emergencies are posted in each classroom.
- Each staff member has an emergency procedures flip chart for quick reference.
- All employees must complete extensive criminal history check upon hiring.
- Volunteers must complete Volunteer Background Checks prior to working with students.
- One administrator on staff is a School Safety Specialist.
- Visitors must present ID and wear a visitor badge while in the building.

## Student Performance Data

### Enrollment

Enrollment by Grade							
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 9	704	808	735	787	838	826	813
Grade 10	406	718	802	732	770	836	854
Grade 11	682	688	699	786	724	788	833
Grade 12	666	650	655	665	763	723	779
Grade 12+/Adult	8	10	16	17	21	18	10
<b>Total Enrollment</b>	<b>2466</b>	<b>2874</b>	<b>2907</b>	<b>2987</b>	<b>3116</b>	<b>3191</b>	<b>3289</b>

Enrollment continues to increase at Avon High School. While growth has tapered off in the elementary and middle school levels, Avon High School expects continuous growth for the foreseeable future.

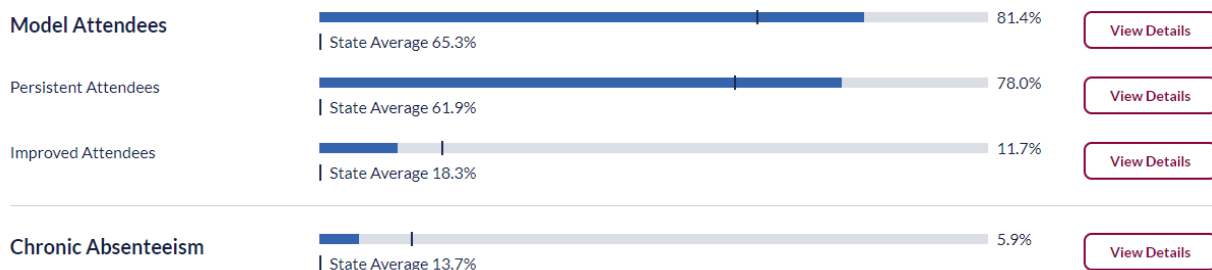
Avon's rapid growth has included students from all socio-economic backgrounds. The number of students receiving reduced lunch has remained steady while the number receiving free lunch fees continues to grow. Staff are cognizant of the typical relationship between test scores and a higher percent of free and reduced lunch.

### Attendance

Avon High School's 2017-2018 attendance rate held steady at around 97% which is above the state average. In the last year, the state has updated its attendance measures by delineating attendance patterns into four categories (see chart below); Avon surpasses the state average in each.

#### What are the patterns of student attendance in this school?

Student attendance measures whether students are considered "model attendees" by either demonstrating persistent attendance or improved attendance during the school year. Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason.

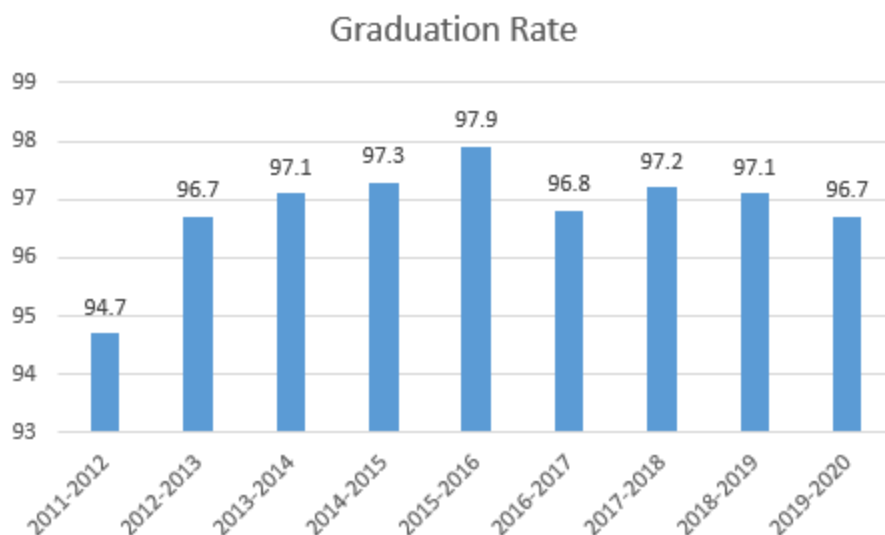


This demonstrates that Avon High School's student population and their families value education and attempt to be in the classroom each day. The student handbook outlines attendance expectations while counselors, assistant principals, and two newly added deans monitor individual students weekly and hold them accountable if attendance issues arise. Students and parents can track attendance via PowerSchool.

The school notifies parents using ParentSquare communication and also mail letters regarding attendance concerns. Our school's goal will be to remain above 96% daily student attendance average.

### Graduation Rate

Avon High School's graduation rate continues to out-perform the state average and exceed the DOE's accountability target of 90%. A source of pride for students and staff, our expectation is that the graduation will continue to meet or exceed 95% with each graduating class.



### What are the federal graduation rates for this school?

Graduation measures whether students successfully completed all requirements to move on from high school. Diploma strength measures whether students completed the requirements of Indiana's Core 40 diploma designation or higher, and did not receive a waiver from any graduation requirements.

**Students graduating within 4 Years**



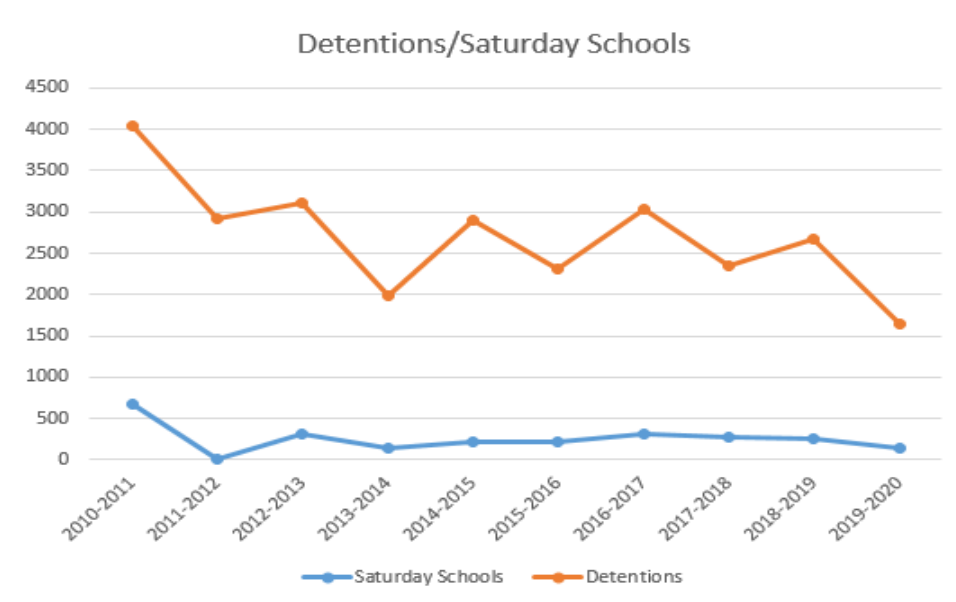
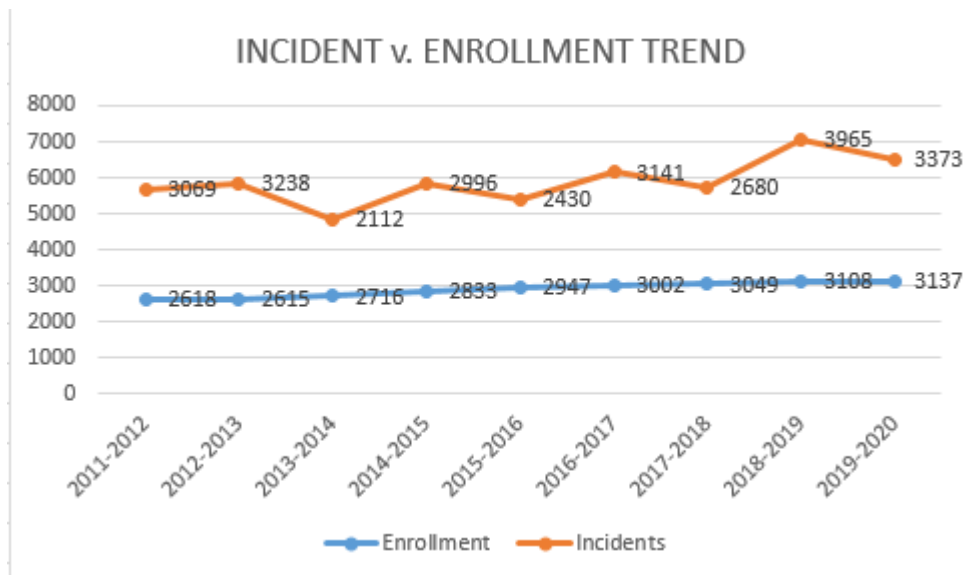
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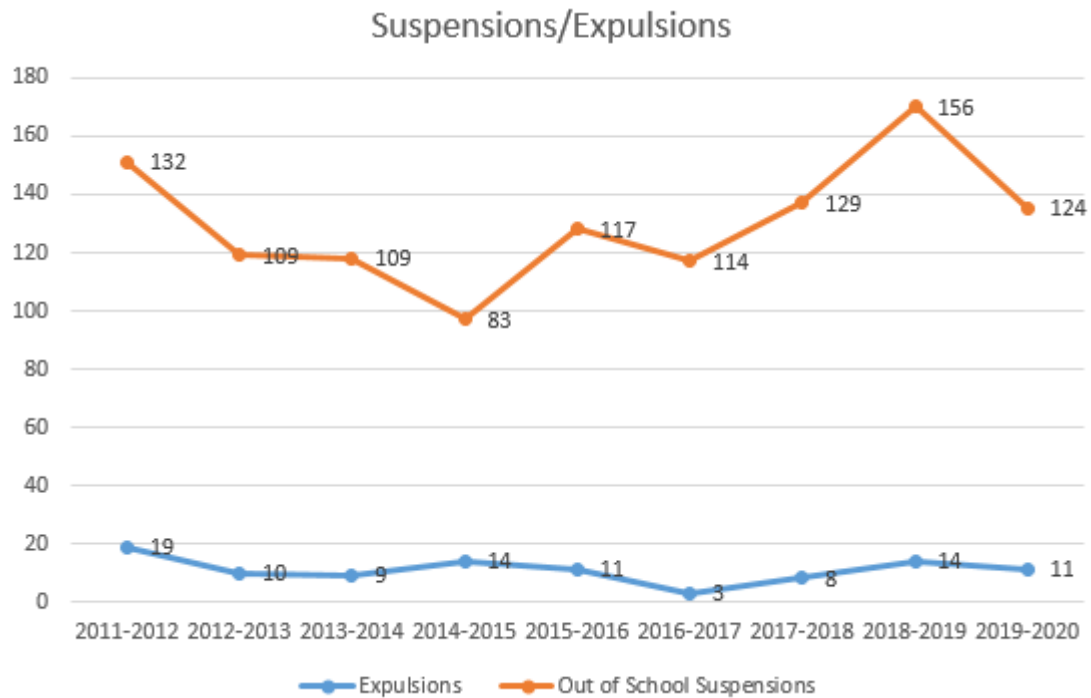
**Diploma Strength**



[View Details](#)

### Discipline Data





Suspension incidents at Avon High School have begun to fall because of increased expectations of student behavior through PBIS and a focus on building relationships. We anticipate this number improving even more with the addition of Avon Schools; very own resource officers.

### School Report Card results 2019-2020

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	N/A	N/A	N/A	75.9 % ( 561 / 739)	99.2 % ( 760 / 766)	75.9
Mathematics	N/A	N/A	N/A	43.7 % ( 323 / 739)	99.3 % ( 763 / 768)	43.7

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	N/A	N/A	N/A	113.3	125.0	119.2	1.1	120.3
Mathematics	N/A	N/A	N/A	105.1	104.2	104.7	1.5	106.2

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator			Graduation Indicator		
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
78.8 % ( 631 / 801)	4.00	100.0	100.0 (96.7 %)	0.1 (97.3 %-97.2 %)	100.1

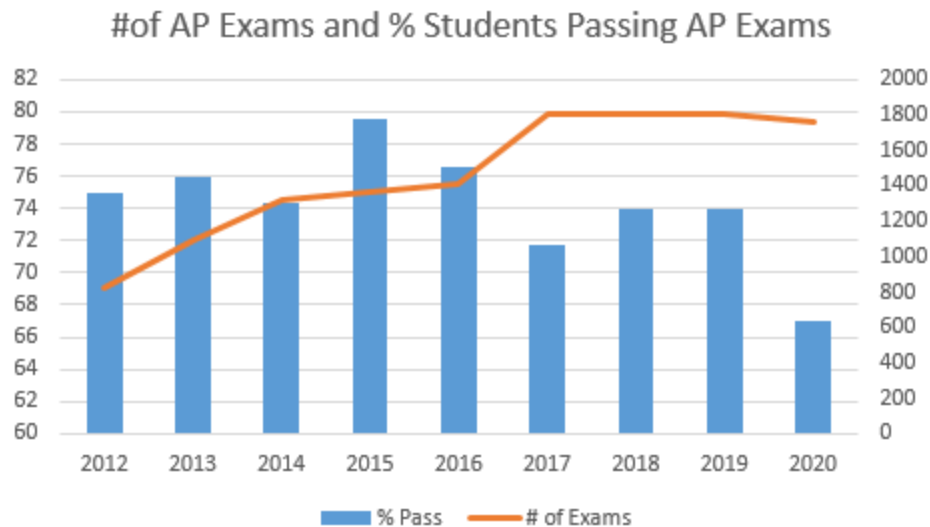
### Students Enrolled in AP Courses

	Number of Students Enrolled
2013-2014	677
2014-2015	691
2015-2016	728
2016-2017	748
2017-2018	920
2018-2019	979
2019-2020	1051



The number and percentage of African-American students taking AP courses has fluctuated. However, the percentage of African-American students enrolled in these courses is less than 50% of the African-American population as a whole.

### Advanced Placement (AP) Exams



From 2012 to 2020, Avon High School has seen the following progress in its AP program:

- The number of AP exams taken has increased from 611 to nearly 1800;
- Despite the increased number of exams and students, Avon maintains a greater than 70% pass rate for AP test-takers in 2019. COVID-19 in 2020 seems to have had a negative impact on overall pass rate which dropped to 67%. Of the 1051 students initially enrolled only 899 actually sat for an AP exam this year.

Our goal is to have 35% of our graduating class taking and passing an AP exam during their high school experience—in 2019, 38% of our seniors took and passed at least one (1) AP exam.

### Students Enrolled in Dual Credit Courses

	Number of Students Enrolled
2013-2014	403
2014-2015	531
2015-2016	588
2016-2017	684
2017-2018	726

2018-2019	810
2019-2020	820
2020-2021	834

Avon High School has increased the number of students enrolled in Dual Credit courses each year for the last 8 years while we've continued to add more dual credit class offerings.

### Teaching Staff Profile

In the 2020-2021 school year there are 172 full-time educators. The staff remains majority white (94.8%); however, there is an intentional focus at the school and district level to diversify staff to match the student demographics. This takes time. Teacher experience is very diverse.

#### How experienced are educators in this school?

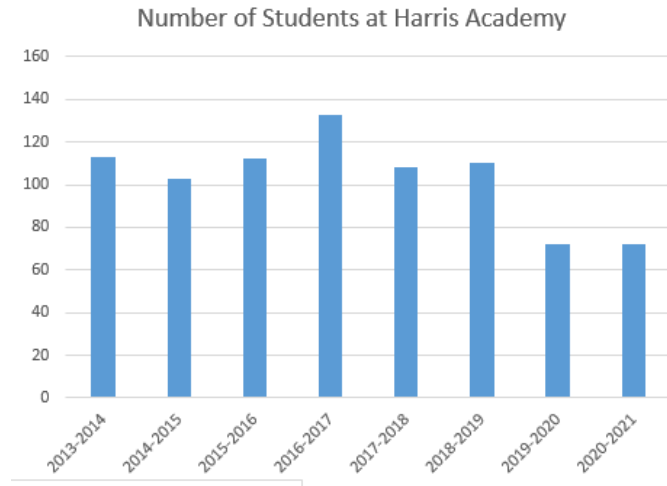
Educators are considered "experienced" if they have been teaching for more than two years.

0-2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
14.5%	12.2%	20.3%	21.5%	10.5%	20.9%

### ELL Testing Results

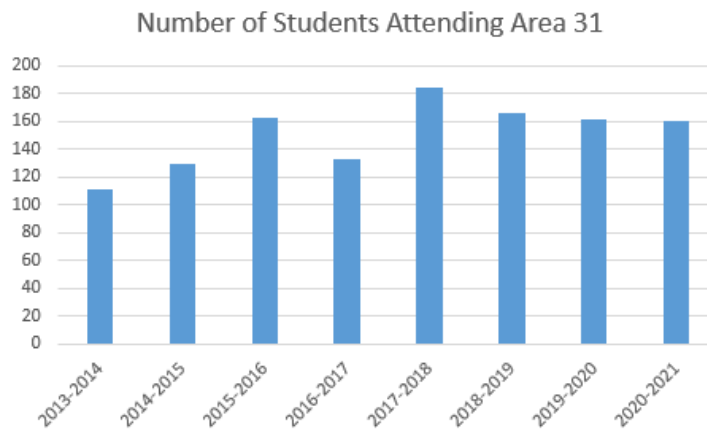
Our ELL population continues to grow; however, their proficiency continues to improve as well. The majority of our ELL students are advanced or fluent English Proficient. A focus on ELL instruction has been intensified as we added 1.5 FTE for the 20-21 school year to support our ELL population. The supports include general education inclusion sections and ELL-specific ELA classes, as well as the re-introduction of a Heritage Speaker's course in our World Language department.

### Harris Academy



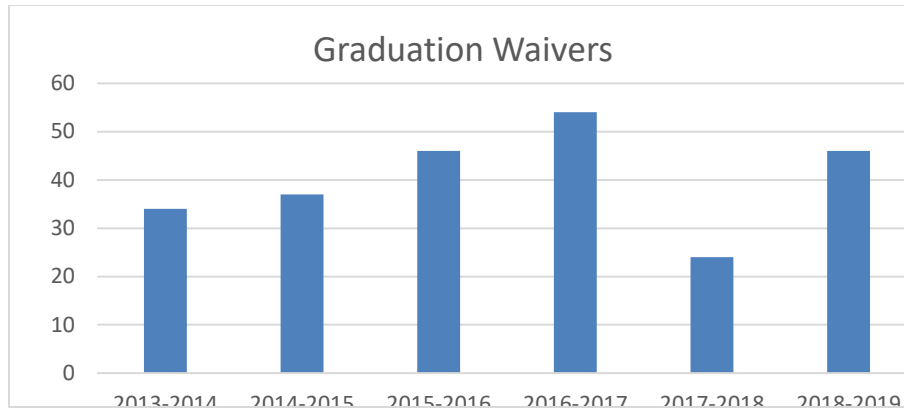
Harris Academy is an alternative school which we share with neighboring Brownsburg High School. Students may attend there with administrative approval for a variety of reasons such as credit deficiency, the need for a smaller environment, or the need for an alternative schedule. Students who attend there are able to quickly gain credits. The AHS graduation rate success is a direct reflection on the success that many students realize at Harris Academy. The number of students who attend remains steady from year to year as there are a limited number of seats available.

### Area 31



A subset of students attend the Area 31 Career Center in Wayne Township. Area 31 is a cooperative of eleven school corporations to centralize career and technical education opportunities for students. There are many options for dual credit courses and/or certification in a career area. The percentage of students attending Area 31 has increased over the last three years. This allows more AHS students to have the opportunity to acquire skills while exploring different career options.

### Graduation Waivers



While the number of graduation waivers have increased it is still only representative of 6% of our student population. We would like to maintain the low number of waivers and we hope to be able to do so with the variety of options made available for students to graduate with authentic experiences through the graduation pathways model in lieu of a state-mandated test.

# 2019 – 2022 AHS School Improvement Goals and Objectives

3300 students

225 staff members

47 countries

1 community

## Goal I

### Show measurable growth for all students in reading and writing

- Measurable Objective 1: 60% of AHS students will pass both language arts and math on the state accountability test by 2022.

**Strategy 1:** Staff will be informed and equipped to bring reading and writing to the forefront of instruction.

**Strategy 2:** Students will be taught strategies to develop their reading & writing skills in every course.

## Goal II

### Connect students to an engaging, inclusive, and welcoming school community

- Measurable Objective 1: Increase the percentage of students in each student group who participate in one or more extracurricular programs.
- Measurable Objective 2: Decrease the percentage of students in student groups who are absent and/or tardy.

**Strategy 1:** Teachers and staff will make programs and services available that promote student wellness.

**Strategy 2:** Teachers and staff will work to break down barriers to student participation in extracurricular activities.

**Strategy 3:** Administration, staff, and students will increase communication to the Avon High School community.

## **Goal I: Show measurable growth for all students in reading and writing**

### **Strategy 1: Staff will be informed and equipped to bring reading and writing to the forefront of instruction.**

- Use data to be informed decision-makers
- ~~PLCs~~ **CTs** work to unwrap content-area literacy standards
- Increase the number of teachers doing Peer Visits
- Establish a common language for reading strategies and for the writing process
- Share Reading Apprenticeship Improving Secondary Education (RAISE) strategies school-wide
- Provide PD about disciplinary reading, writing, and speaking with the math, science, social studies, English Language Arts, and technical area classes
- Engage in school and department book studies. Options include Focus, Reading for Understanding (RAISE), Visible Learning for Math, Visible Learning for Literacy
- [Share widely AHS's Instructional Playbook](#) (New)

### **Strategy 2: Students will be taught strategies to develop their reading & writing skills in every course.**

- Increase the amount of time during the school day for students to read, both for school and for pleasure
- Use our school communication resources to promote reading: social media, AHS library, Avon TV, The Echo
- Increase reading and writing activities in courses
- Include reading and writing in course assessments
- ~~○ Explore activity bus grants to create opportunities for students to work with teachers after-school~~

## **Goal II: Connect all students to an engaging, inclusive, and welcoming school community**

### **Strategy 1: Teachers and staff will make programs and services available that promote student wellness.**

- Re-envision the “Top 25” to honor a wider variety of students
- Counselors work with small groups focused on self-care and on anxiety reduction
- Principal-counselor triads conduct Response to Intervention (RTI) with students
- Raise staff awareness of needs and resources for mental health promotion of students
- Implement Positive Behavior Intervention and Support (PBIS) school-wide and in all classrooms
- Use the Preparation for College and Careers course to focus on individualizing the high school experience and to increase students’ options post high school

### **Strategy 2: Teachers and staff will work to break down barriers to student participation in extracurricular activities.**

- Increase club and student group participation in the Freshman Activity Fair
- Feature clubs on Avon TV
- Increase participation at the Homecoming tailgate
- End of year class celebrations
- Work to increase student involvement at the freshman and sophomore levels so they stay involved and become leaders throughout high school
- Work with student government to reduce barriers to participation in student activities and clubs
- Investigate and change student recognition programs such as Top 25 and honors nights to recognize students more holistically

### **Strategy 3: Administration, staff, and students will increase communication to the Avon High School community.**

- Let students create Twitter and Instagram pages (Class of 2022, Class of 2023, etc.) for clubs and activities (supervised)
- Grow our new student/family outreach program
- Build school-family relationships through the Parent-Family Connection (PFC)
- Increase awareness of PowerSchool and Schoology among students and parents
- Showcase AHS’s clubs, groups, programs, and activities at Oriole Preview Days
- Increase our presence at Avon Community Day

AHS Instructional Strategies Playbook	
Argument Writing	Formative Assessments
Calling Cards	Maximize feedback
Collaborative Teams	Quick Writes
Common Texts	Standards-based lesson planning
Data-driven decision-making	Task Cards
Deeper Questioning	Teacher Clarity
DOK	Thinking Maps
Evidence-based text analysis	Think-Write-Pair-Share
Exit Cards	Turn and Talk
<a href="#">Go back to Back to Strategies</a>	6 PoP <ul style="list-style-type: none"> <li>• accessing students' background knowledge &amp; building background knowledge</li> <li>• clear standards &amp; expectations for learning</li> <li>• focus on vocabulary development</li> <li>• interrogate conventional wisdom and practices &amp; actively seek to transform inequalities within scope of influence</li> <li>• more student talking</li> <li>• performance feedback</li> <li>• sustained reading, &amp; writing</li> <li>• sustained student talk</li> </ul>