# School Improvement Plan
# 2021-2022

***AVON MIDDLE SCHOOL NORTH***
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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.

Avon Middle School North's **academic goals:**
By April of 2022, 7th and 8th grade math students will increase student achievement scores from 49.4% at proficient/above proficiency to 60% at proficient/above proficiency as measured by ILEARN assessment.
By April of 2022, 7th and 8th grade ELA students will increase student achievement scores from 59.7% at proficiency/above proficiency to 65 % at proficient/above proficient as measured by ILEARN assessment.
See Table 1

By May of 2022, 7th and 8th grade students will increase Fall to Spring RIT growth from 60% of students meeting growth target in Math to 70% as measured by NWEA assessment.
By May of 2022, 7th and 8th grade students will increase Fall to Spring RIT growth from 60% of students meeting growth target in Language Arts to 65% as measured by NWEA assessment.
See Table 2

**Improvement needed immediately** is to close the gap of achievement between White Students and Black Students, between White students and Hispanic students, and between General Education 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 math. A more rigorous curriculum is offered in world languages (Spanish and Japanese), algebra, geometry, and biology 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.

**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. Students are tested in the

early fall, winter, and again in late spring in the areas of reading, mathematics, and language usage.  This data is available for use by all 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.  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.  In pre-Covid-19 years, the guidance counselors at Avon Middle School North have provided eighth grade students a field trip experience to the Area 31 Career Center to expose students to a wide range of technical careers.  This experience has exposed the students to the many future course options that could count toward any of the diploma types and one the counselors hope to continue in the future.  Eighth graders are provided a career visit opportunity as they virtually visit volunteers who share about their chosen careers.

- **Parental Participation**

Covid-19 conditions have slowed the development of Avon Middle School North's volunteer parent group 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. When Covid-19 conditions begin to lessen, effort will be exerted to reinstate FAN.

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 Interventions and Support) 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 are 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. In addition, a technician works at Middle School North five days a week assisting students and staff with technology hardware.

During the 2021-2022 school year, the computer science teacher teaches coding via Code.org

- **Professional Development Program**

Avon Middle School North practices sustained professional development as an integral element of improving student achievement and complies with the established beliefs and principles of Avon Schools. AMSN utilizes some sessions exclusively for professional development (a partial day in August and in November).  In addition, teachers continue to learn during PLC meetings with their colleagues as they analyze data and respond to that data by reteaching and providing extended learning opportunities when and where needed.

A mentor program matches experienced teachers with first-year teachers at Avon with zero to two years of previous teaching experience. The new teacher is guided in the art of instruction and building relationships with students.

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 Principles of Effective Pedagogy.

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 academic growth as noted in teachers' formative and summative assessment results, NWEA test results, state testing scores, report card grades, and teachers' anecdotal notes. Teachers' notes along with behavior reports documented in the electronic tool, Educlimber, reflect the learning and implementation of PBIS strategies. Avon Middle School North's professional development program is aligned to a vision for excellent instruction, understanding diverse cultures, goal attainment, and teacher development needs based on data.

- **Cultural Competency**

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. Flags that represent the home countries of Avon Middle School North's parents hang in the main entrance hallway.

This School Improvement plan identifies Black students, Hispanic students and Special Education students as student groups who perform significantly lower than other student groups (white and general education) 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.

Wanting to learn more about implicit bias and how to address it, during the 2020-2021 school year all teachers were involved in book studies on this subject; the book titles were chosen by the Cultural Competency Leadership Team. Sharing reflection on what was read continues to aid in everyone's journey of understanding and promotes action to improve our school culture.
During the 2021-2022 school year, teachers are invited to read books which have high circulation rates among North students and represent a variety of cultures.

## ILEARN Data 7 & 8 Math

| Table 1 | | | | |
|---------|------|----------------------|-------------------|-------------------------|
| Grade | Year | Students Proficient | Total Students | Percentage At/Above |
| 7 & 8 | 2019 | 375 | 759 | 49.4% |
| 7 & 8 | 2021 | 360 | 797 | 45.2% |

## ILEARN Data 7 &8 ELA

| Table 1 | | | | |
|---------|------|----------------------|-------------------|-------------------------|
| Grade | Year | Students Proficient | Total Students | Percentage At/Above |
| 7 & 8 | 2019 | 453 | 759 | 59.7% |
| 7 & 8 | 2021 | 444 | 799 | 55.6% |

| Table 2 | NWEA Growth Fall to Spring | | | |
|---------|--------------------------|--------------------------|-------------------------|-------------------------|
| | Language Arts 7th Grade | Language Arts 8th Grade | Mathematics 7th Grade | Mathematics 8th Grade |
| 2016-17 | 49% | 54% | 53% | 54% |
| 2017-18 | 61% | 68% | 47% | 57% |
| 2018-19 | 55% | 49% | 59% | 63% |
| 2020-21 | 45% | 58% | 66% | 65% |

| Table 3 | Pass Rate ILEARN 2018-19, 2020-21 | | | | |
|---------|---------|---------|---|---------|---------|
| | **Language Arts** | | | **Mathematics** | |
| **Student Group** | 2018-19 | 2020-21 | | 2018-19 | 2020-21 |
| General Education | 65.5% | 61.8% | | 54% | 50.1% |
| Special Education | 21.8% | 21.6% | | 19.8% | 18.3% |
| | | | | | |
| | **Language Arts** | | | **Mathematics** | |
| **Student Group** | 2018-19 | 2020-21 | | 2018-19 | 2020-21 |
| White | 62.7% | 63.5% | | 53.1% | 54.4% |
| Black/African American | 47% | 37.6% | | 36% | 25% |
| Hispanic | 52.3% | 43.5% | | 33.8% | 26.2% |

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

**Table 4**

| Avon Middle School North: Three year time line | | | |
|---|---|---|---|
| | **2021-2022** | **2022-2023** | **2023-2024** |
| **Avon Middle School North's school improvement goals are:**<br><br>By April of 2022 7th and 8th grade math students will increase student achievement scores from 49.4% at proficient/above proficiency to 60% at proficient/above proficiency as measured by ILEARN assessment.<br><br>By April of 2022 7th and 8th grade ELA students will increase student achievement scores from 59.7% at proficiency/above proficiency to 70 % at proficient/above proficient as measured by ILEARN | Assess students' learning by using ILEARN and NWEA scores and teachers' assessments.<br><br>Reach and maintain 97% student attendance rate.<br><br>Intensified Team identifies specific students' academic, behavior, and SEL needs and develops plans to address them<br><br>Small student groups are assigned to all teachers for social emotional learning.<br><br>School Leadership Team learns the foundations of MTSS and implements its guidelines.<br><br>Teachers use literacy strategies (7 Transactional Reading Strategies, RAWC, RACE) with students to promote reading and writing skills.<br><br>Continue to use tier two (subject specific) words to build vocabulary knowledge.<br><br>Teachers meet in PLCs weekly to address student learning needs guided by data.<br><br>Use strategies of effective pedagogy, including use of data, cooperative learning, those which help differentiate instruction and provide intervention, those which promote reading comprehension, those which increase student understanding in the areas of science, technology, engineering, and math, and | Assess students' learning by using ILEARN and NWEA scores and teachers' assessments<br><br>Reach and maintain 97% student attendance rate.<br><br>Intensified Team identifies specific students' academic, behavior, and SEL needs and develops plans to address them<br><br>Small student groups are assigned to all teachers for social emotional learning.<br><br>School Leadership Team continues to implement MTSS guidelines.<br><br>Assess the use of literacy strategies (7 Transactional Reading Strategies, RAWC, RACE) with students to promote reading and writing skills. Make any necessary changes.<br><br>Continue to use tier two (subject specific) words to build vocabulary knowledge.<br><br>Teachers meet in PLCs weekly to address student learning needs guided by data.<br><br>Use strategies of effective pedagogy, including use of data, cooperative learning, those which help differentiate instruction and provide intervention, those which promote reading comprehension, and those which increase student understanding in the areas of science, technology, | Assess students' learning by using ILEARN and NWEA scores and teachers' assessments<br><br>Reach and maintain 97% student attendance rate.<br><br>Intensified Team identifies specific students' academic, behavior, and SEL needs and develops plans to address them<br><br>Small student groups are assigned to all teachers for social emotional learning.<br><br>School Leadership Team continues to implement MTSS guidelines.<br><br>Assess the use of literacy strategies (7 Transactional Reading Strategies, RAWC, RACE) with students to promote reading and writing skills. Make any necessary changes.<br>.<br>Continue to use tier two (subject specific) words to build vocabulary knowledge.<br><br>Teachers meet in PLCs weekly to address student learning needs guided by data.<br><br>Evaluate the strategies used (effective pedagogy including use of data, cooperative learning, those which help differentiate instruction and provide intervention, those which promote reading comprehension, those which increase student understanding in the areas of science, technology, engineering, and math, and those which allow for |

| | | |
|---|---|---|
| those which allow for teaching math conceptually. | engineering, and math, and those which allow for teaching math conceptually | teaching math conceptually) and add or modify as needed. |
| Implement a weekly intervention program to address students struggling with math and English Language Arts skills. (Tier 2) | Implement a weekly intervention program to address students struggling with math and English Language Arts skills (Tier 2) | Implement a weekly intervention program to address students struggling with math and English Language Arts skills (Tier 2) |
| Implement an intervention program 5 days a week to address students struggling with math and English Language Arts skills. (Tier 3) | Implement an intervention program 5 days a week to address students struggling with math and English Language Arts skills. (Tier 3) | Implement an intervention program 5 days a week to address students struggling with math and English Language Arts skills. (Tier 3) |
| Implement two 30-minute sustained silent reading periods with teacher conferences per week for all students | Implement two 30-minute sustained silent reading periods with teacher conferences per week for all students | Implement two 30-minute sustained silent reading periods with teacher conferences per week for all students |
| Continue to learn more about and implement technology use by students and teachers in the classroom. Promote responsible digital citizenship. | Continue to learn more about and implement technology use by students and teachers in the classroom. Promote responsible digital citizenship. | Continue to learn more about and implement technology use by students and teachers in the classroom. Promote responsible digital citizenship. |
| Implement PBIS strategies | Implement PBIS strategies | Implement PBIS strategies |
| Cultural Competency: Continue the work of the Cultural Competency Leadership Team. Continue to learn about implicit bias and how to address it. | Cultural Competency: Continue the work of the Cultural Competency Leadership Team. Continue to learn about implicit bias and how to address it. | Cultural Competency: Continue the work of the Cultural Competency Leadership Team. Continue to learn about implicit bias and how to address it. |