

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Matthew Shockley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Avon High School

(As it should appear in the official records)

School Mailing Address 7575 East CR 150 South

(If address is P.O. Box, also include street address.)

City Avon State IN Zip Code+4 (9 digits total) 46123-8193

County Hendricks County

Telephone (317) 544-5000

Fax (317) 544-5001

Web site/URL <https://ahs.avon-schools.org>

E-mail [mashockley@avon-schools.org](mailto:mashockley@avon-schools.org)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Dr. Scott Wyndham

E-mail [SMWyndham@avon-schools.org](mailto:SMWyndham@avon-schools.org)

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Avon Community School Corp

Tel. (317) 544-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Anne Engelhardt

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 11 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)  
☒ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	858
10	880
11	850
12 or higher	831
Total Students	3419

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 24 % Black or African American
  - 11 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 53 % White
  - 7 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	100
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	122
(3) Total of all transferred students [sum of rows (1) and (2)]	222
(4) Total number of students in the school as of October 1, 2021	3258
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Akan, Fante, Amharic, Ethiopian, Arabic, Edo, Farsi, Persian, Dari, French, Ga, Adangnie, Krobo, German, Grebo, Gujarati, Gujarathi, Haitian Creole, Hindi, Indian, Hmong, Hmong-Mien, Hmongie, Chaug, Ibibio, Japanese, Kinyamulenge, Kinyarwanda, Kru, Ibo, Igo, Liberian English, Luganda, Ganda, Mandingo, Mina, Nepali, Patois, Portuguese, Pulaar (Senegal), Punjabi, Panjabi, Pushto, Eastern Pashto, Russian, Spanish, Swahili, Kiswahili, Tagalog, Filipino, Thai, Tai, Thaiklang, Tigrinya, Twi, Ukrainian, Urdu, Vietnamese, Wolof, Gambian, Yoruba, Zyphe, Zophei

English Language Learners (ELL) in the school: 9 %

318 Total number ELL

7. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 1368

8. Students receiving special education services with an IEP: 11 %  
Total number of students served 391

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>66</u> Autism	<u>6</u> Multiple Disabilities
<u>1</u> Deafness	<u>5</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>231</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>161</u> Specific Learning Disability
<u>52</u> Emotional Disturbance	<u>96</u> Speech or Language Impairment
<u>18</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>76</u> Intellectual Disability	<u>10</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %  
Total number of students served: 137

10. Number of years the principal has been in the position at this school: 10

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	9
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	141
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	27
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	28
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	14

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	96%	98%	97%	97%
High school graduation rate	97%	97%	98%	97%	97%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	788
Enrolled in a 4-year college or university	60%
Enrolled in a community college	10%
Enrolled in career/technical training program	4%
Found employment	23%
Joined the military or other public service	3%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

To create inspired students, engaged learners, and empowered citizens.

17. Provide a URL link to the school's nondiscrimination policy.

<https://resources.finalsite.net/images/v1626708738/avonschoolsorg/uyazgflqotl2qv59tpgx/NoticeofNon-Discrimination2021.pdf>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SCHOOL OVERVIEW

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From its humble beginnings as a railroad depot and agricultural community, the Town of Avon is now a thriving suburb with a blend of residential homes, apartments, businesses, and service industries. In 2017, Money Magazine recognized Avon as one of the “Best Places to Live in America” (#17) due to its small-town, family-oriented atmosphere, growing parks and trails system, and high-achieving schools.

Avon High School (AHS) is the focal point of the town and the flagship of the Avon Community School Corporation, which is located 13 miles west of downtown Indianapolis. With enrollment of over 10,600 students, the school district is comprised of six elementary schools, two intermediate schools, two middle schools, and an early learning center. AHS was moved to its current location in 1999 and is currently undergoing its third addition. When construction is completed, AHS will house over 4,000 students. Demographic studies predict we will eclipse that enrollment figure in the 2028-29 school year.

"Inspired Students. Engaged Learners. Empowered Citizens." This mission statement was defined three years ago by the staff as the school embarked on the Professional Learning Community (PLC) journey. It clarifies our “why” each day as we support high expectations through delivering high quality instruction, cultivating impactful relationships, creating relevant learning experiences, championing equity and inclusiveness, and celebrating student success. The mission focuses and guides our priorities as we consider and evaluate the many curricular and extra-curricular opportunities available to our students.

Over the past 10 years, AHS has been a school in transition. Since the 2013-14 school year, our enrollment has increased by over 800 students. Within that growth, school demographics have noticeably changed: 20% increase in students of color; 18% increase in students who qualify for free, reduced price lunch; and a 7% increase in multilingual learners. Our students hail from 66 different countries and speak over 50 different languages. We embrace our diversity and regard it as one of our strengths. It sets us apart from schools in our county and athletic conference. Despite challenges resulting from growing student enrollment and demographic shifts, AHS has been recognized as a high-performing school over the past ten years, consistently earning recognition by the Indiana Department of Education (IDOE) as an “A” school and twice honored as a Four-Star School. IDOE has also recognized AHS for Advanced Placement (AP) Access and Success every year since 2011, and the College Board included Avon in its 6th Annual AP District Honor Roll.

As Indiana’s 10th-largest high school, we are able to offer a vast array of curricular options. Based upon their post-secondary plan, students can choose from more than 200 courses to satisfy Indiana’s Graduation Pathways and earn a Core 40, Honors, or General Diploma. Beyond the core content areas, students can select among four world languages as well as courses in physical education, family and consumer science, visual and performing arts, business, television broadcasting, computer science, work-based learning, and engineering technology. We offer the Project Lead the Way (PLTW) program in biomedical sciences and engineering. We feature 27 AP courses and 17 dual credit courses. In collaboration with 11 area school districts, we provide 26 programs with hands-on and real-world experiences through the Area 31 Career Center. These programs annually prepare approximately 200 AHS students for high-wage, high-demand jobs right out of high school or a valuable head start on college degrees. More than 130 dual credit courses are available at Area 31. The Jobs for America’s Graduates program serves between 45 to 50 juniors and seniors who are most at-risk of dropping out due to numerous adverse childhood experiences that create barriers to graduation and career advancement opportunities. Beginning in the 2023-24 school year, AHS will launch the Avon Simon Youth Academy (ASYA or Avon Academy) in partnership with the Simon Youth Foundation. This school will serve 120 high school students who face credit deficiency and behavioral or social-emotional challenges and who deserve a smaller learning environment geared toward their success.

Although student academic success is the core of our mission, extra- and co-curricular activities complement our work in the classroom, enhance school culture, and broaden student experiences for life beyond AHS. Our school has 71 student organizations and 21 Indiana High School Athletic Association sports. Each year, students place at local, state, and national competitions in DECA, speech, debate, and career and technical



student organizations. Athletic teams have realized similar success, winning state or state runner-up honors 11 times in various sports since 2013.

Our performing arts program is highly acclaimed across Indiana and the United States. In fact, Avon Schools has received the “Best Communities for Music Education” award seven times by the National Association of Music Merchants Foundation. Our orchestra is the three-time defending Indiana State School Music Association state champion. The Avon band program (marching band, winter guard, drumline, indoor winds, and concert band) has earned state and/or national recognition consistently over the past 20 years.

Staff, students, and parents regularly hear our rallying cry over the announcements, on social media, and in written communications: “We are Avon. We are One.” More than a simple slogan, it is a statement of who we are and who we continue to become. We all belong and matter. As Orioles – adults and students – we unite for a common purpose to inspire, engage, and empower. This philosophy is infusing our school corporation and community, and we believe it permeates this application. It illustrates why Avon High School is worthy and deserving of the distinction as a National Blue Ribbon School!

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

The English Language curriculum was developed through a multi-step process beginning with identifying the most important core standards to literacy development. The core standards represent opportunities for students to demonstrate learning based on the “I can” statements accompanying the standards. The core standards identified are reading and analyzing both fiction and non-fiction text, building vocabulary, creating an argumentative thesis and using textual evidence to support that argument, and strengthening speaking and listening skills in a collaborative setting.

The core English language learning is skill development rather than a focus on specific content. The desired outcome is for students to have the required literacy skills to meet a variety of post-graduate goals. For students desiring the pursuit of higher education, we offer dual credit composition and literature courses as well as AP Language and Composition and AP Literature and Composition. For students who desire to enter the workforce or enter other post-graduate training programs, the core curriculum has a focus on workforce development skills along with the English standards.

The variety of English language instruction at Avon reflects the variety of skills required. Students are exposed daily to reading, listening, writing, and discussion-based activities. Each curricular unit is designed around essential questions for learning and around “I can” statements that provide a tangible measurement for student achievement. Teachers engage in frequent formative assessments using multiple checks for understanding within a class period. More formal formative assessments are given at frequent intervals. Teachers of common courses meet bi-weekly in collaborative teams (CTs) to compare data on student performance on these formative assessments. Depending on the results of data, the CTs respond by either sharing effective teaching strategies or engaging in recursive teaching or enrichment opportunities.

The variety of assessments utilized are designed to reflect the skills outlined in the core standards. Students must perform on multiple-choice assessments that reflect the reading comprehension and language skills required on standardized assessments such as the AP exams and the SAT. Summative assessments are modeled after the standardized assessments where students face “cold reads.”

Additionally, students are required to write argumentative, evidence-based essays. Essays include original argument with individually sourced evidence; rhetorical analysis of prose, poetry, and non-fiction; synthesis argument; and literary analysis. Student data measurements are based on reading comprehension, analysis, and English language conventions. The CTs compare and analyze the performance levels and decide upon action plans based on student performance. Teachers then compare teaching strategies based on the student performance. Teachers who have a more successful performance in their classes share how the students were exposed to learning and then other teachers can adopt that strategy.

In addition to the learning activities outlined above, teachers are also encouraged to promote student engagement in English by creating a receptive and inviting classroom environment. Student learning activities revolve around collaboration, discussion, and relationship-based activities. Classroom discussions, group activities, and Socratic seminars form the basis of this type of learning.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

The Mathematics Department curriculum was developed using our district’s multi-step curriculum development process to provide an equitable learning experience for all math students. We first worked to prioritize our standards based on their leverage, endurance, and how they prepare students for success at the next level and on standardized tests like the SAT. From there, standards were organized into units, and “I can” statements for each unit were created. We also worked to identify essential vocabulary and prerequisite skills needed for each unit. The next step was to decide on essential questions, identify the highest priority

skills, and create assessments for each unit.

Intentional planning is key to developing high-quality instruction in our math courses. Teachers use the curriculum maps to identify objectives for each lesson, and lesson activities are designed to support students' mastery of those identified objectives. Teachers are encouraged to include opportunities for students to think about and discuss mathematics with one another. We also emphasize multiple representations of a mathematical concept. We provide students with the opportunity to show how concepts can be represented in words, as an equation, as a table, or as a graph. Building connections among those different representations is paramount for students to see their learning as interconnected rather than multiple fragmented ideas. We embed frequent informal checks for understanding within the class period so teachers can adjust accordingly to guide students toward mastery of the lesson's objectives.

Each unit in our curriculum includes two to three common formative assessments (CFA). These CFAs are an opportunity for both the teacher and the students to see the progress they've made in mastering an identified high priority skill from the unit. Each teacher of a course grades the formative assessment according to a common rubric, and shares data with all members of the CT. Teachers of the same course meet bi-weekly to analyze the data and decide on next steps, specifically what to do for students who didn't show mastery of the skill and how to enrich students who have shown mastery. Teachers share instructional approaches and resources to best meet the needs of all students as they continue to build mastery of the unit's skills.

Each unit also includes a summative assessment designed to assess mastery of the unit's standards with an emphasis on those standards identified as highest priority. We have placed careful attention on including a variety of question types. Knowing that all students will be taking the SAT, Indiana's school accountability assessment, we have worked to include SAT-style multiple choice questions on summative assessments. We have also worked to include questions where students must justify or explain their reasoning for a specific answer. We grade summative assessments using a common rubric. We then use the results of the summative assessments to modify instruction with the goal of seeing all students show mastery of the unit's concepts.

### **1c. Science curriculum content, instruction, and assessment:**

AHS boasts a wide selection of science courses. With 21 teachers in the department and many students interested in the sciences, we offer 23 science courses including electives such as Organic Chemistry, Forensics, Biochemistry, Zoology, and Physics II. All AP science courses made available by the College Board are offered at AHS, with the exception of Algebra-based Physics I and II. Our PLTW four-course biomedical offerings are often lauded by students who have gone on to pursue college degrees in related fields.

A guaranteed and viable curriculum (GVC) for each course is a priority at AHS, and the science PLCs have been working diligently to create these since 2021. Our GVCs ensure that students receive equitable instruction regardless of their teacher. In our science courses, we help students build their skills in "claim, evidence, and reasoning" while also fostering skills in lab report writing, problem solving, nonfiction literacy, and utilizing reliable resources. Our GVCs all include "I can" statements, Indiana State Standards, example activities/labs, and robust vocabulary lists – especially in our life sciences – for each unit.

We give frequent checks for understanding in our science courses. While they take many forms – verbal quizzing, bell ringers, exit tickets, manipulatives, labs, projects, and etc. – they all inform teachers' next steps. Our GVCs have common formative and common summative assessments embedded in each unit, and our PLC process has a step-by-step approach in which we utilize the data from those assessments to inform and modify our instruction. We do not change our assessments as a result of the data. We modify our instruction to better help students comprehend the content and skills assessed.

### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The Social Studies Department offers multiple opportunities for students to engage in civic learning. With courses including Geography, World and U.S. History, Psychology, Sociology, Government, and

Economics, students engage in critical reading, writing, and thought through the multiple lenses of each content. Courses like We the People, Ethnic Studies, and Current Events enhance these experiences by applying the content to students' communities and lives. Our AP courses, including World History, U.S. History, Government, Psychology, and Economics, challenge students with collegiate-level reading and writing. These courses facilitate a rigorous and relevant educational experience for AHS students.

The Social Studies Department has been engaged in the PLC process and creating a GVC since 2019. Our teachers prioritize the Indiana Academic Standards and make "I can" statements with essential vocabulary and varying examples of activities and resources as a collaborative team. We organize these items into units that are guaranteed (equitable) and viable (able to be taught within a specific time) for all students, scaling the content for each course into essential and relevant information. Social Studies courses have aligned skills with Language Arts courses utilizing the "Claim, Evidence, and Reasoning" (CER) format to write historically defensible claims supported by primary and secondary sources. Additionally, teachers in the department regularly attend professional development sessions to remain current on historical developments and pedagogy, strengthening the purposeful planning and balance of content, skills, and relevancy.

Teachers utilize frequent checks for understanding, including exit tickets, verbal reviews, discussions, quizzes, assignments, and mini-projects to guide instruction. Summative assessments balance essential content and reading/writing skills through stimulus-based multiple-choice questions and evidence-based written response prompts. We compile the data from these assessments to modify or extend instruction to students.

#### **1e. For schools that serve grades 7-12:**

All freshmen take a semester-long, locally required course called Preparing for College and Careers (PCC). This project-based learning class asks students to answer the following questions: Who am I?; Where am I going? and how do I get there? To find answers, students explore personal aptitudes, interests, values, and goals and then connect those to college and career options. School counselors are integral partners during the semester as students learn about course offerings and diploma types to complete four-year plans linked to career and college options discovered in the class.

As students review their high school and post-secondary plans, AHS has a menu of options that will meet students' future college and career goals. Area 31 Career Center provides 26 programs with hands-on and real-world experiences that prepare students for high-wage, high-demand jobs or a head start on a college degree. More than 130 dual credit courses are available, and 39 unique industry certifications including credentials in auto, cybersecurity, healthcare, welding, and other high-value career pathways are provided. AHS offers 27 College Board approved AP courses and 17 dual credit courses through partnerships with Vincennes University and Ivy Tech Community College. We also have 13 Honors courses in our core areas that serve as a gateway to AP and dual credit classes and are aligned to them in rigor, content, and skills.

We offer eight career pathways for students who choose this option to graduate in areas such as design technology, marketing and sales, television broadcasting, business administration, and human and social services. Students with specific interests in engineering and the health sciences can choose pathways in our Project Lead the Way (PLTW) engineering and biomedical science programs. These offer a sequence of project- or problem-based courses that expose students to applied experiences in these career fields.

College and career readiness opportunities extend beyond the classroom setting. Career and technical student organizations like HOSA, DECA, and FCCLA build upon classroom learning through contextual instruction, leadership and personal development, and applied learning and real-world application. Our students compete annually in local, state, and national competitions and attend leadership conferences for these organizations.

#### **1f. For schools that offer preschool for three- and/or four-year old students:**

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

The Visual Arts Department offers courses that span a range of interests, skill sets, and abilities and include both traditional and modern techniques. We emphasize the Studio Habits of Mind. Students can master media and techniques as they progress through courses, starting with introduction level courses in 2D, 3D, and digital mediums and leading to advanced courses in drawing, painting, visual communications, photography, ceramics, and sculpture. Students can also take three different AP Studio Art courses and AP Art History. Each year, students are recognized for their artwork, winning Gold and Silver Keys at the Scholastic Art and Writing competition and receiving awards in the Hendricks County High School Art Show.

Our nationally acclaimed Performing Arts Department offers a wide range of opportunities for over 1,000 student musicians, dancers, actors, and performing artists. Our Performing Arts programs provide life-changing musical experiences for students that include our award winning instrumental and choral programs such as the Avon Marching Black & Gold, Avon Symphony Orchestra, Avon World Guard, and Avon World Drumline as well as concert choirs and two show choirs. We proudly offer AP Music Theory, various levels of piano, dance courses from beginners to ballet, and a theatre program that engages students both on stage and behind the scenes.

### **2b. Physical education/health/nutrition**

The Physical Education Department offers a course that focuses on overall training designed specifically for athletes. In our Advanced Physical Conditioning (APC) course, we track real-time data to share with our student-athletes to inform their goal-setting efforts and aid their growth. We also offer a course that focuses on physical training and well-being. It is not designed for athletes. It is for all students who want to become more physically fit and learn about living healthy lifestyles.

At AHS, we offer a Lifeguarding course that enables our students to earn certification through the Red Cross. Students who pass the written, CPR, and swim certification tests can move on to become paid lifeguards at AHS or other local swim facilities.

In entry-level Physical Education classes, we teach positive values such as sportsmanship, teamwork, and honesty, and we help students gain skills such as striving for best personal performance, positive self-esteem, and group participation.

The AHS Physical Education team's vision is: "When students learn principles like discipline, sportsmanship, or resilience in a course in Physical Education, it can often be carried over to other subject areas with proper direction and guidance."

### **2c. Foreign language(s), if offered (if not offered, leave blank)**

AHS offers four languages to students in grades 9-12: French, German, Japanese, and Spanish. Each language offers AP courses for seniors who pursue that language throughout their high school careers. The curriculum for each language is based on American Council on the Teaching of Foreign Languages and Indiana State Standards while being mindful of 21st-century skills and interdisciplinary content. AHS world language teachers take a "comprehensible input" approach with instruction, providing students with relevant and authentic contexts of language within which students learn various language functions and vocabulary. Teachers emphasize interpretive, interpersonal, and presentational communication skills with all necessary language functions – reading, writing, speaking, and listening.

Students increase their proficiency in languages in realistic contexts while also learning how to be global citizens. Students learn how to interact with different cultures of the world while grasping the cultures'

unique perspectives. Students often analyze the similarities and differences of their own cultures with those they study. Students also understand the challenges of the countries where languages are spoken. Critical thinking skills are essential in our courses as well. Students contemplate how to face real-world challenges and work through how to handle scenarios they may encounter in the future.

## **2d. Technology/library/media**

With over 88,000 student visits to the AHS Library per year (averaging almost 500 students per day), the library is well-integrated in supporting students and staff as they acquire essential skills and knowledge. Since the ability to read well is the basis for all other learning, freshmen visit the library on a two-week rotation where the library staff work with students on finding books to support sustained silent reading in the classroom. Sophomores, juniors, and seniors also visit the library regularly to supplement their classroom reading curriculum. With almost 16,000 books circulated, this averages to 4.5 books per student being read in a school year.

Integration of the library staff within the PLC process has been crucial regarding instruction with students on media literacy, database usage and research methodology, recreational reading, and web page development in a variety of classes. Library staff instruction opportunities occur throughout the school and across grade levels, both in-person and via on-demand video instruction.

AHS is a 1:1 laptop school with students either renting or bringing their own device. Schoology is our web-based, virtual learning platform. The library program supports technological use within the classroom by providing access and training for staff using a variety of content sharing platforms like Nearpod, Kahoot, Swank Streaming, GimKit, EduPuzzle, BreakoutEDU, and more.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

The Family and Consumer Sciences Department offers 12 courses in areas such as food and nutrition, housing and interiors, child development, and human and social services. The child development program includes a fully functioning afternoon preschool. Our human and social services program offers a three-course sequence that enables students to complete a career concentrator.

The Business Department includes courses in accounting, marketing, business law and management, entrepreneurship, and computer science. Students may choose to complete career concentrations in business administration and sales and marketing. Our work-based learning/internship program connects seniors with professionals in the community to learn essential skills and knowledge in various career fields.

AHS's award-winning broadcasting program, also known as AvonTV, has students produce our daily broadcast and manage live streams of sporting events. Several courses have dual credit options with Vincennes University and also enable students to complete a career pathway in radio and television.

Students taking courses in our Engineering Technology Education Department learn in a hands-on environment with a focus on the areas of design and collaboration. Students can complete an engineering or design career pathway. We offer the Project Lead the Way (PLTW) program featuring three courses to prepare students for a pre-engineering pathway in college. These courses are linked to dual credit options at Ivy Tech Community College.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

Students performing below grade level experience a valuable support system at AHS. In core subject areas, CTs have created a GVC with high priority standards and connected "I can" statements. Teachers support struggling students by meeting with their CTs, adjusting curriculum to meet student needs, creating common formative and summative assessments, and creating remedial instruction for below-grade-level students. This process helps teachers strategically support students according to mastery of essential academic

standards. All students have access to teachers once per week during a 70-minute Student Resource Time (SRT). During SRT, students access teachers for targeted instruction, retake assessments, or make-up missing labs, homework, tests, and etc. Lastly, AHS allows students earning a D+ or lower in any course to retake it without penalty.

We utilize Algebra I Math Lab and English Lab to support student success in Algebra I or English 9. Students are identified via teacher referral, state test scores, school grades, and NWEA results. Students are concurrently enrolled in either Algebra I or English 9 course in which instruction and classwork is aligned to Indiana Academic Standards and any needed remediation of foundational middle school standards.

Academic Coaching is a course led by a licensed teacher and designed as a tiered level of support for students focused on learning styles, communication, organization, study skills, and goal setting. Students also receive academic support in all classes during that time.

Academic Mentoring is delivered by two instructional assistants who support an identified caseload of students by Student Support Teams (SSTs). Mentoring is not an assigned course, yet students meet regularly with their mentors during the school day or SRT for relationship building and extra academic support in classes.

Our Online Education Center (OEC) is staffed by a licensed teacher and two instructional assistants who each have educational and career expertise covering the core academic areas. Students failing to pass core area classes take online courses that are mastery-based and receive individualized support from staff.

Avon Academy launches at the beginning of the 2023-2024 school year. ASYA will serve students who are credit deficient due to multiple life circumstances creating barriers to successful, on-time completion of high school. Students are identified for placement via SSTs at AHS.

### **3b. Students performing above grade level:**

Our philosophy is to encourage students to take as many rigorous courses as they are willing and able to successfully manage. We utilize a process for identifying students with the potential for success using state testing and PSAT scores, grades, and teacher recommendations. Staff will not turn away students who desire to challenge themselves and attempt coursework that engages them at the highest levels. As stated previously, students can access teachers for extra support during our weekly SRT, and they can repeat any course without penalty with a grade of a D+ or lower.

AHS offers Honors, AP, and dual credit courses to our students. Honors courses in the core areas serve as Pre-AP experiences and exist primarily at the 9th- and 10th-grade levels. As sophomores, students can take AP World History and then may continue to select from 27 different AP offerings across math, English, world language, science, and computer science. Our 17 dual credit courses provide students the opportunity to enroll in college classes and build a college transcript while in high school. AHS has formed partnerships with Ivy Tech, Vincennes University, and Indiana-Purdue University (Indianapolis). The courses are taught by AHS faculty who have earned certification/approval in order to serve as adjunct faculty members for the college. Students have the opportunity to graduate from AHS with a college transcript. Furthermore, students who have excelled beyond Avon's course offerings have taken online, advanced college courses through Indiana University and Ball State University.

Although open to all students, numerous extra-curriculars options allow high-achieving students an opportunity for enrichment in areas of passion or interest. Examples of these activities include DECA, Future Health Professionals (HOSA), Speech, Debate, Roborioles (robotics), Continental Math League, and academic teams (Quiz Bowl, Spell Bowl, Science Olympiad, Academic Super Bowl). The National Honor Society also provides tutoring assistance for students.

### **3c. Students with disabilities:**

At AHS, we hold all students, including those with disabilities, to high expectations and provide equitable access to educational opportunities that enrich their lives and prepare them for future success. Out of 3,419 total students, 391 students – or 11% of our enrollment – receive Special Education services. We have a dedicated Assistant Principal over Special Education, a full-time public agency representative, 15 full-time licensed Special Education teachers, one dedicated speech language pathologist, one transition coordinator, four job coaches, 15 instructional assistants, one part-time receptionist and a variety of shared network staff (e.g., school psychologist, occupational therapist, physical therapist, Autism consultant, and etc.) Our Teachers of Record (TOR) loop with their caseload from grade 9-12, which strengthens partnerships with students and families.

We created four unique graduation pathways for students who are pursuing either an Alternate Diploma towards life skills, Alternate Diploma towards job skills, General Diploma, or the Core 40 Diploma. For each diploma track, we have put in place the appropriate support to ensure students are successful. For students pursuing life skills, we have two classrooms, two teachers, eight assistants, and a dedicated shared sensory room space. Students begin job skills training their freshman year, with some transitioning to job internships outside of school when they are upperclassmen. These jobs include coffee delivery, breakfast cart, custodial support, and outside internships with local businesses. For Diploma Track students, we have self-contained and inclusion options in many core classes. We offer Academic Coaching as an elective course in grades 9-12. This course supports students in skill development and helps them to be successful in their other classes. For students with social or emotional needs, we have a “Reset Room” staffed with two adults. At AHS, we have a place, program, or person to support all students.

### **3d. English Language Learners:**

The AHS Multilingual Learner (ML) population consists of 283 Limited English Proficient students and 35 Fluent English Proficient students who are monitored. Our population breakdown is as follows: 30 Level 1- Entering MLs; 39 Level 2- Emerging MLs; 117 Level 3- Developing MLs; 94 Level 4- Expanding MLs; and 35 Level 5/6 (Bridging/Reaching) MLs. Our ML Department staff consists of three full-time, certified teachers and three instructional assistants. In order to effectively instruct our diverse ML population and bridge achievement gaps between the test scores of all students and the test scores of the ML subgroup, AHS offers multi-tiered levels of support with sheltered content-area classes in English, United States History, and Government; direct English language instruction classes for Level 1-2 Newcomers and Level 3-4 MLs; and push-in support for Level 1-4 MLs specifically in the areas of math, science, English, and social studies.

Sheltered instruction classes are taught by educators who have their ML licensure in addition to licensure in specific content areas. Those teachers meet consistently in CTs to align and discuss curriculum with teachers from their specialized content areas. Over the last two years, ML staff has collaborated with colleagues around the school to develop GVCs for our MLs in sheltered classes as well as in direct language instruction classes. MLs who have consistently maintained a Level 3 or 4 on WIDA ACCESS 2.0 for three or more years have been specifically targeted long-term. We are making great strides in servicing as many MLs as possible through direct language instruction in English and offering more high-level content to push students towards attaining fluency in English. ML staff focuses specifically on vocabulary across content areas, grammar and sentence construction, and targeted instruction in the areas of listening, reading, speaking, and writing.

### **3e. Other populations, if a special program or intervention is offered:**



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

With more than 3,400 students and growing, making AHS students feel known, valued, and engaged is at the heart of our mindset of “We are Avon. We are One.” Each August, we host an activity fair for all students. If an organization does not exist, staff encourages students to create their own. The array of options reflects the changes in our demographics and expanding needs of our student body. In recent years, students and staff have created organizations representing students of color such as Avon Men of Purpose, Black Women Speak, Avon Step Team, Muslim Student Association, Henna Club, and LatinX. Other clubs, such as Gay Straight Alliance, Bring Change to Mind, AHS Faith, and Teen Republicans, create safe spaces for students who share similar beliefs and values to express themselves and support each other.

Student Resource Time (SRT) occurs once per week for 70 minutes. Students are grouped alphabetically by grade level and assigned to a teacher. This period serves as a home base for students and allows them time to seek extra assistance from teachers. Our Guidance Department funnels a variety of its activities through SRT such as scheduling, annual testing, and student check-ins. For our freshman class, our Avon Incredible Mentors (AIM) extend their mentoring program in SRT. During freshman orientation, AIM mentors meet their student groups and spend the day leading them through teambuilding activities and a tour of the school. SRT provides an extension of the AIM mentors’ efforts by having weekly check-ins and leading lessons to further acclimate freshmen to AHS culture and expectations.

In response to the increasing needs of our students, we have hired additional school counselors to keep their caseloads at approximately 380 students. We hired two social workers to address growing student mental health needs, and they meet with students one-on-one or in small groups focused on healthy relationships, emotional regulation, anxiety, grief, and LGBTQ+. A local service provider, Cummins Behavioral Health, provides school-based services and works directly with our students and their families. Our school counselors and social workers are members of SSTs that meet weekly to review student data and design interventions to strategically support students.

The Program of Studies documents the plethora of course offerings in core and elective areas that not only satisfy students’ college and career goals but also allow them to explore new passions and interests. In recent years, we have developed blended learning courses in Government, Economics, and English 12, exposing students to traditional and virtual learning environment that focuses on independent discovery and learning. AHS has also expanded its work-based learning/internship opportunities to over 150 students each year by partnering with local businesses representing a range of career pathways.

### **2. Engaging Families and Community:**

Our culture for engaging families begins before parents have students at our school. Each year, our Guidance Department hosts a College and Career Readiness Night for middle school families. We continue to take proactive steps during the freshman transition experience, offering multiple opportunities to welcome students and their families with open arms and ease their anxieties about coming to a large high school. After our traditional 8th-grade Parent Scheduling Night in February, spring Parent Coffee events are offered for rising 9th-grade parents. We host an annual freshman Parent Night each July on the night before orientation to give parents a glimpse into the freshman year and the orientation experience. Lastly, we invite freshman families to an Open House the night before school starts to tour the school one final time.

Before school begins, all Orioles and their parents attend Oriole Preview Days. During this event, we welcome them into our school to complete typical new school year tasks. In August, Back to School Night gives parents an opportunity to experience a day in the life at AHS by following their student’s schedule and meeting their teachers. All teachers maintain their own Schoology pages. This is our web-based course management platform. In Schoology, parents can find information on classes and assignments. We post Avon TV’s daily broadcasts on YouTube, which offer a peek into the life of our school. Monthly parent newsletters, the school website, and Twitter accounts share important information and celebrate student and

staff achievements. The ParentSquare messaging system also provides direct communication with families via phone, email, or text for important all-school messages and for classroom announcements. Other parent engagement events include FAFSA information and completion events, grade-level parent nights led by school counselors, and parenting sessions on topics like the vaping epidemic, school and community mental health resources, and talking to your child about drug use and mental health concerns.

Our school engages with the community each year via events like our Multicultural Fair, holiday drive for Project Angel, donating to and volunteering at the food pantry, Community Trunk or Treat, Evening with Santa, and African Diaspora's Black History Month Celebration. We have also created a unique community engagement experience for juniors. For the past eight years, juniors have participated in Junior Day of Caring in partnership with dozens of local organizations. On a September day each year, more than 800 juniors – along with school staff and parent volunteers – span the west side of Indianapolis to give back to the community and live out our philosophy “We are Avon. We are One.” Juniors volunteer at nursing homes, local parks, elementary schools, and other organizations and assist with various tasks designed not only to aid the community but to help students realize the difference they can make as empowered citizens.

### **3. Creating Professional Culture:**

At AHS, we understand the importance of a teacher's job satisfaction in retaining teachers and improving student learning outcomes. Teaching is a challenging and sometimes isolating career that requires sustained support from educators who are skilled in designing and delivering job-embedded professional development. This professional development must be both broad – addressing topics beneficial to all teachers, such as how to use data to determine differentiated teaching strategies – and also tailored to address each teacher's unique needs. Two instructional coaches, trained to work with adult learners, are dedicated to supporting AHS teachers, whether they are new to the profession, transferring from another corporation, or veteran teachers.

This support begins when newly hired teachers gather for New Teacher Orientation. During this orientation, teachers talk about pedagogy and engage in lively discussions on topics such as literacy strategies across all content areas, best practice for Multilingual Learners, accommodating students with 504 and IEPs, and culturally responsive teaching. These sessions are highly interactive so new teachers' voices are heard, and their experiences valued as they acquire new information or re-encounter practices and approaches important for our students to grow. Orientation continues with our Oriole Academy; we meet in different classrooms each month and center conversations around best practices in lesson planning, analyzing student data, classroom management, grading practices, and student engagement. Administrators join these meetings so they can support new teachers as they try new strategies learned in these sessions.

The instructional coaches follow up with each new teacher after the monthly Oriole Academy session through informal conversations and more formal coaching cycles. New teachers and coaches build relationships over their first year, and their work together often continues for several years. These relationships have helped create a culture of open classrooms for teachers to observe one another. The coaches schedule a half day of Peer Visits for new and veteran teachers to visit classrooms where they see skilled classroom management, lesson design, student engagement, and instructional strategies in action. Our teachers love visiting one another's classrooms and creating relationships across grade levels and disciplines. These relationships have led to more organically developed professional development, such as creating their own book studies financed by the corporation, or study groups such as our Diversity, Equity, and Inclusion group. Our teachers welcome their peers into their classrooms, develop friendships with colleagues in the hallways, and collaborate through the PLC process. AHS teachers nurture one another to grow our students.

### **4. School Leadership:**

Avon's administrative leadership structure consists of the principal, six assistant principals (APs), two deans, a guidance director, and two athletic administrators. The administrative team meets weekly to collaboratively discuss and reflect on operational and instructional topics affecting students and staff. Weekly meetings begin with a recitation of the school's mission, review of team norms, and weekly praises.

The leadership philosophy is built upon our school's mantra: "We are Avon. We are One." Building positive relationships among students, staff, and parents is at the core of this statement. Our people, not our programs, make our school special. Student achievement through high expectations happens best when trust is built first and accountability follows.

The principal serves as the learning leader of the learning organization – our school. The principal sets the vision and direction for the school and works collaboratively with the school leadership team to make decisions that affect the entire school.

School Leadership Team (SLT) consists of the principal, six APs, two instructional coaches, eleven department chairs (DCs), a school librarian, and a guidance director. The SLT meets monthly to discuss a variety of key topics: allocating resources, evaluating the school's culture, developing school goals based upon district goals, evaluating the effectiveness of the PLC process.

APs are assigned departments to oversee in collaboration with DCs. APs and DCs provide instructional feedback through our mini-observation protocol and guide the PLC process that is implemented through our CTs, which are course-alike teacher teams. CT leaders are selected by the AP and DC to facilitate weekly team meetings to oversee the implementation of each CT's GVC and the fidelity to the PLC process. APs also lead our weekly SSTs, which serve as a universal support in our multi-tiered support structure for our students.

Our Inclusion-Diversity-Equity in Avon team consists of teachers and APs and meets monthly to facilitate learning of culturally responsive practices throughout our school. APs attend monthly district sessions that provide direction to our building-level team as it assesses the current status of culturally responsive practices and creates professional learning sessions to advance its implementation in our school.

Various teacher committees are established as needed every school year. We have established committees to review and select a new bell schedule, provide input on student and faculty handbook revisions, adjust procedures for SRT, and make recommendations regarding our weighted grades and class rank system.

## **5. Culturally Responsive Teaching and Learning:**

The makeup of the student population at AHS has changed dramatically over the last ten years in the areas of racial and ethnic identity, socioeconomic status, and multilingual learner (ML) population. Our ML population has expanded from two percent of our student population in 2013-2014 to 9% of our current population. As we strive to live our motto, "We Are Avon. We Are One," we have had to increase our support for students, families, and staff to ensure that our ML population feels included at AHS. These supports are observable in many arenas, including direct instruction by how we have expanded the number of multilingual learner teachers and assistants, provided translation assistance through training of existing staff on the use of people and technology solutions, and modeled inclusivity by being intentional in the use of our four most-spoken languages (English, Spanish, Punjabi, and Yoruba) on registration signs at the beginning of the school year.

Leveraging community supports such as the Avon Educational Foundation (AEF) and the Mary Lee Maier Community Pantry has been vital as our population of students with lower socioeconomic status has increased from 21.5% in 2013-2014 to 39.19%. These community partners have opened possibilities that would not have existed if they were not present. For example, we can now support students with food insecurity in a respectful, discreet manner by providing signage including a QR code that connects students with our pantry. AEF has provided school supplies to families at the start of the school year for three years. Leftover resources are made available to teachers to support students in their classrooms who do not have the supplies they need.

The racial and ethnic identities of our students and families continue to diversify as our population of Black and Hispanic students has especially grown over the past 10 years. Our work in culturally responsive teaching continues to deepen as we provide professional development to teachers. We measure our effectiveness by conducting culturally responsive walkthroughs measuring content, instructional practices,

classroom environments, routines and rituals, and interpersonal dynamics between students and teachers. By engaging a steering committee of teachers and staff, we look forward to analyzing our work and progress this year and creating goals for the upcoming school year to help us become more culturally responsive in all areas of our school.

## PART VI - STRATEGY FOR EXCELLENCE

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Our most instrumental all-school strategy is our implementation of PLCs and the development of a guaranteed viable curriculum (GVC).

Our SLT conducted a book study of Richard DuFour's "In Praise of American Educators." It forced us to confront the current state of our PLCs and determine the best path forward to revitalize our efforts. Our first step was to redefine our school's mission. A consensus-building process involving the entire teaching staff resulted in our new statement – "Inspired Students. Engaged Learners. Empowered Citizens." We regularly message staff about how our daily work with students connects to our mission. With a renewed sense of purpose and focus, our departments engaged in massive curriculum review effort through our CTs.

Our administrators, departments chairs, and instructional coaches have played a significant role in the development of our GVC process and its rollout to all departments and its teachers. Affectionally called the "GVC snake," we model and align our process to those defined by the champions of the PLC journey. Our steps include the following: identifying what teachers value in a course, analyzing SAT expectations and results, prioritizing standards, organizing standards into units, unwrapping the standards and identifying "I can" statements, developing essential questions, selecting high priority skills to be assessed, creating common formative and summative assessments, and creating pacing guides to outline scope and sequence. Additionally, teachers understand what pieces of this process are "tight" and "loose." Essentially, teacher teams are creating unit templates that incorporate these elements to direct implementing the GVC in real time. This process is ongoing with departments at various stages of the process.

CTs are led by teacher leaders who facilitate team meetings on a bi-weekly rotation schedule. Meetings take place every Wednesday before school and last 45 minutes. Groups assign team roles for each meeting and keep minutes using a district template that mimics the four questions of a PLC. Due to the consistent, devoted time for these meetings, teachers are having conversations around data and best practices to reach all students. With an agreed-upon GVC, students are having equitable learning experiences across courses taught by multiple teachers. These maps provide a window into our progress with culturally responsive practices, embedding literacy skills, and effective use of materials and resources. Teachers are identifying time within units to provide targeted interventions to students around essential outcomes. Lastly, we are creating a roadmap, leaving a legacy for future teachers assigned to these courses.

State Standards. School accountability systems. Student demographics. New resources and technology. These areas affect schools and are in constant flux. As educators, we cannot control them. Additionally, schools are barraged with initiatives that promise the results of improved student achievement. Yet, we remain steadfast that the successful implementation of PLCs is the single best way to improve learning outcomes for all students. They will drive our success with all AHS students for years to come!