

AVONWORTH MIDDLE SCHOOL



2017-2018 SCHOOL STATISTICS

Designated in 2009

Re-Designated in 2015, 2018

Community Size - Suburban

School Enrollment - 242

Grade Levels - 7, 8

School Calendar -Traditional

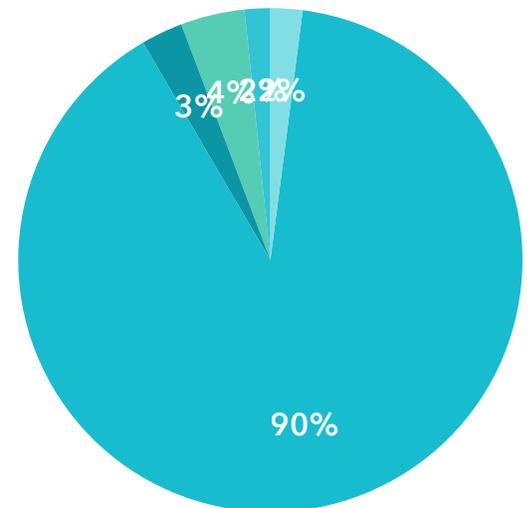
Free and Reduced Lunch 13.28%

English Learners .04%

Students With Disabilities 16%

Avonworth Middle School
Avonworth School District
256 Josephs Lane, Pittsburgh, PA 15237
Tel (412) 366-9650
Principal - Michael Hall
www.avonworth.k12.pa.us

2017-2018 School Demographics



School Characteristics and Replicable Practices

Academic Excellence

● Avonworth Middle School understands the need to hold students to high academic standards. We understand that this means lessons must be differentiated appropriately and analysis of student learning must continually take place.

● Concepts are revisited and students have opportunities to revise their work until a high level of mastery is achieved.



- Students can get extra help either in the mornings, during lunches, and during our activity period.
- The English, reading, and math curricula have been re-written by the teachers to ensure our high standards match those of the Common Core.
 - Students are instructed and assessed in 5 categories: Knowledge and Thinking, Agency, Oral Communication, Written Communication, and Collaboration. Specific rubrics are used for this to account for an overall grade.
 - Project-based learning is taking place at all grade levels. Students are given a real world problem to solve, and they learn their curricular standards through completing the project.
 - Project-based Learning examples include a CSI project, Flip or Flop, Species Diversity, Passion Project, Utopian, Engineers for Change in Africa, Malala, Hero Project, Fern Hollow, 20/20 History, Avonworth 5K project, and a Local History Project. We strive to make connections across disciplines through interdisciplinary units.
 - Along with the typical Act 80 days and 2hr delay professional development time, core academic teachers are provided with 45 minutes of discretionary time, a 45 minute planning period, and a 45 minute team planning period every day.

Developmental Responsiveness

- The size of Avonworth Middle School allows the staff to really get to know the students well. Team planning time is used wisely throughout the building, allowing for the team to share information and strategies to meet individual student needs.
 - Understanding the developmental differences and challenges of each grade level allowed us to identify the 7th grade as the most appropriate grade to implement the school's peer-to-peer mentoring program. We are able to pair our students with high school students who have similar backgrounds or experiences.
 - A common thread between all two grade levels is our gifted support teacher. She is an integral part of our school. She collaborates with all two grade levels to create tiered lessons and projects. She also develops and coordinates a variety of enrichment opportunities.
 - Teachers participate in all Act 126 trainings on child abuse and mandatory reporting.
 - We have continued a our Innovation and Design Lab (ID Lab) course. Our ID Lab course is designed to blend subject areas in a collaborative environment focused on fostering creativity, project-based learning, making, and design thinking. It is co-taught in a non- traditional way with teachers representing technology education, art/computer graphics, and family and consumer science.

- In addition, we have added an invention course to our 8th grade course.
- The principal has formed a Principal Advisory Committee comprised of a male and female representative from each grade level who meet on a monthly basis.
- Each year we participate in Junior Achievement Day when we have over 20 parents spend the day in the building teaching the Junior Achievement curriculum.

Social Equity

- AMS follows a full inclusive model. To the largest extent possible, all students are included in the general education classroom.
- The solid differentiation techniques employed by our teachers allow us to meet the needs of all levels of learners.
- We also have a life skills program that places students in the regular education setting but also includes a community-based-instruction component.
- We provide our students with opportunities to demonstrate their knowledge in a variety of methods such as layered curriculum, tiered assignments, research papers, podcasts, imovie, and presentations.
- After school tutoring is offered at each grade level, and it is common to see teachers giving students extra help during lunch periods and before and after school.
- We have embraced students' use of their own devices and formally started a BYOT (Bring Your Own Technology) initiative.
- We are completely a 1-1 device school now with all students having their own Chromebooks.
- We now utilize Echo, Edline, Twitter, Facebook, Remind 101, and an Avonworth School District app to get information to parents.
- The school has continually upgraded the wireless infrastructure to help support this technology usage.
- The teaching staff has participated in diversity and inclusion training throughout the year.
- We still have the language offerings of Mandarin Chinese, Spanish, French, and Latin.
- Each grade level and administration sends positive notes home to parents and makes positive phone calls.

- We conduct a “Student Appreciation Week” filled with surprises and give-aways.

Organizational Support

- We have added an additional Math teacher at the 7th grade level to account for the increased enrollment. We now run a scheduled with students receiving 80 minutes of math instruction a day.
 - We have grade level chairs that work with administration to build culture and develop as teacher leaders.
 - We have maintained our current schedule that continues to afford our teachers common planning and team meeting times.
 - Our annual Summer Institute has been very beneficial in helping the teachers move forward with Project-Based learning. Two days each summer are dedicated to professional development.
 - The middle school attempts to work with other districts and outside partners.
 - Project-based learning professional development has been extensive. We have worked with the Newtech Network as our design partner.
 - Extensive development of norms and the use of protocols with teaching teams and students has greatly impacted the learning culture.
 - One focus has been on formative assessment and using the results of these assessments appropriately. In addition, PSSA results have guided us to create more “snapshot” assessments to continually evaluate student performance.