



**BOARD OF EDUCATION
PRIORITY GOALS
UPDATE
JUNE 6, 2023**





GOAL 1

INCREASE STUDENT GROWTH MEASURES
WITHIN ALL ASSESSED GRADE LEVELS
THAT, IN PART, RESULT FROM A SCHOOL
SUPPORT SYSTEM THAT PRIORITIZES AND
ADDRESSES ACADEMIC AND
SOCIAL-EMOTIONAL GAPS.

Strategy 1: Implement formative student assessments, analyze data, and design resulting instructional planning involving remediations and acceleration through curriculum pacing and the use of a variety of instructional methodologies.

Student Services Department

- The Student Services Department reviewed 3 IEP progress monitoring tools
 - ▶ Purchased and provided PD for *Goal Book* software
 - ▶ Aligned with State of Michigan content standards, provides strategies for specially designed instruction, helps design content aligned with IEP goals, and monitors student progress
 - ▶ Teacher Consultants have been trained in the new software, full implementation in Fall 2023
- Purchased HighScope Curriculum for Avondale Special Education Preschool Program
 - ▶ Approved by MDE and is the same curriculum currently used in the Avondale GSRP program
- Purchased 5 updated *Brigance Assessment Kits* to evaluate complex learners from ages 0-10

Districtwide

- Continued to hold Data Dialogues, discussions specific to each building administrator(s) needs and focus
- During AMS data meetings, staff members were instructed on the FAME formative assessment process
- Teacher teams investigated and piloted standards-aligned curricular materials (K – 8)
- Updated and increased the use of Atlas Curriculum Mapping
 - ▶ K–8 Social Studies mapping was completed while doing an equity audit
 - ▶ Currently working on transitioning all 9–12 curriculum to the Atlas program



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Strategy 1 (page 2): Implement formative student assessments, analyze data, and design resulting instructional planning involving remediations and acceleration through curriculum pacing and the use of a variety of instructional methodologies.

Early Learning

- Using HighScope Curriculum, *Child Observation Records* are recorded daily
- 3 data meetings in the year that included a team of parents, teachers, administrators, and the Early Childhood Specialists, evaluated growth using the COR Advantage Scale

Elementary

- Added K–5 MAP Fluency Assessment from NWEA to gather data on students oral reading fluency, phonemic awareness, and phonics
- Used NWEA and classroom data to prioritize intervention groups
- Grade-level *Brainspring* training and coaching cycles are on-going
- Buildings provided staff-led extended learning opportunities such as before- and after-school math and reading instruction, tutoring sessions for students identified as ELL, and (during school) supports for students at risk of being retained because of the 3rd grade reading legislation
- R. Grant Graham Elementary worked in partnership with Oakland University students to provide reading support to select Kindergarten and 2nd grade students
- Auburn Elementary used the *Student Risk Screening Scale* to monitor students' internalizing and externalizing behaviors
 - ▶ Data used to form social emotional groups, inform lessons and plan activities, and determine student mentor support



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Strategy 1 (page 3): Implement formative student assessments, analyze data, and design resulting instructional planning involving remediations and acceleration through curriculum pacing and use of a variety of instructional methodologies.

Avondale GATE School

- Teachers met with the principal approximately 2 times / month to analyze data for school improvement
- Child Study Team meetings were held approximately 1 time/month to review students who were unsuccessful with Tier 1 strategies
- Used MTSS behavior/academic chart to guide assistance and, if necessary, referral to special education
- Piloted *Wit & Wisdom ELA* curriculum, full adoption (grades 2–8) in the 2023-24 school year
- *Big Ideas Math* implemented schoolwide in grades 2 – 8
- Utilized *IXL* (online learning resource)





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Strategy 1 (page 4): Implement formative student assessment, analyze data, and design resulting instructional planning involving remediations and acceleration through curriculum pacing and the use of a variety of instructional methodologies.

Secondary

- FAME (Formative Assessment for Michigan Educators) coaching including year-long Professional Development in cross-curricular teams for grades 6–8 teachers
- Incorporated math interventions by pre-teaching concepts and remediation (AMS)
- Incorporated AARI Reading Interventions (AMS and AHS)
- Held regularly scheduled Child Study Team meetings (AMS)
- Set goals for standardized testing and positive acknowledgement for reaching goals (AMS)
- Continued utilization of SWARM (Students Working for Academic and Relational Mastery) supports (AHS)
- Developed *Building Thinking Classrooms* (AHS Math Class)
- Utilized the Sting Room to facilitate restorative practices and conflict management (AHS)
- Researched and discussed Standards Based Assessing (AHS)
- Restructured ELL supports and added support staff (AHS)
- Developed the Accelerated Pathways program to provide opportunities designed as an individualized education path for higher achieving students (AHS)
- Mental Health survey results informed Professional Learning planning (AHS)



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Strategy 2: Move growth measurement expectation for highly effective rating within evaluations to a minimum of 70% of students within a class/period meeting their growth goals/targets.

Districtwide

- Beginning with the 2022-23 school year, the 70% growth target was established as part of teacher evaluations
- The 2022-23 school year saw higher rates of growth in a higher number of students than in previous years
- Not all students met the new growth measure but raising the measure coincides with marked growth for most students
- *** A full report of the data will be presented at the next Board of Education meeting on June 20, 2023.*



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Strategy 3: Adjust test administration windows of NWEA to minimize discrepancy of scores.

Districtwide

- Windows were narrowed to 3 weeks: 2 weeks for reading assessment and 2 weeks for math assessment with an overlap of the middle week



Strategy 4: Create and enforce daily instructional minutes expectations per core subject. Instruction timeline expectation is teaching bell-to-bell within and to/from bookends of the day.

Districtwide

- Provided staff communication regarding bell-to-bell instruction and Tier 1 interventions



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Strategy 5: Goal setting, PLC work, and professional development with teachers should include enforcement of best practice instruction constructs used by teachers with the highest student growth.

Districtwide

- All staff given access to their students' NWEA data

Elementary

- Monthly meetings held with District Literacy Coach for enhanced planning, coaching and progress monitoring
- Data meetings with paraprofessionals, classroom teachers, and interventionists followed each NWEA cycle
 - ▶ Provided staff with a cohesive look at grade-level data and student progress to plan necessary supports if needed
- Coaching and peer observations (K–3 teachers) incorporated the following:
 - ▶ Routines around implementation of decodable text
 - ▶ Syllabication instructional procedures
 - ▶ Orthographic mapping of high frequency words
- Curriculum selection teams made up of teachers whose students demonstrated growth
- Continued training and coaching in *Brainspring Structures* (grades 4–5)
- Continued Oakland Schools LEO project partnership
- Communicated with staff about current research and available trainings such as *LETRS (Language Essentials for Teachers of Reading and Spelling)*, and *Reading Above the Fray* with Dr. Julia Lyndsay



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Strategy 5 (page 2): Goal setting, PLC work, and professional development with teachers should include enforcement of best practice instruction constructs used by teachers with the highest student growth.

Secondary

- Continued ongoing Restorative Practice Training (AHS)
- Continued EMU Restorative Practice Training (AMS)
- Secondary staff members instructed on how to generate reports and determine growth areas for subjects that may not align closely with NWEA data
- Shared weekly PD snippets of instructional strategies in *Mustang Memo* (AMS)





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Strategy 6: Implement and monitor systems to measure and monitor social-emotional gaps and growth.

Districtwide

- Administered the MI Student Voice Perception Survey
 - ▶ Administered to students in Grades 5 – 12
 - ▶ Students and/or parents could opt in or out
 - ▶ Measured student perceptions of social emotional learning, student engagement, and sense of belonging
 - ▶ Final reports available Mid-June
 - ▶ Reports provided by building and district-level

Secondary

- Currently planning for a follow-up survey of high school students in the fall to assist with identifying students who may be in need of additional supports
 - ▶ Establishing a system with procedures, clearly defined roles, and a progress monitoring system to ensure adequate and appropriate services available for students
- Began planning for the implementation of *Capturing Kids Hearts* to support students and increase engagement during instruction



GOAL 2

*INCREASE SUPPORT OF AVONDALE'S
DIVERSITY THROUGH ACCESS, EQUITY,
INCLUSION, BELONGING, AND JUSTICE.*

Strategy 1: Deliberate changes to increasing ratio of hiring multicultural staff members who are representative of our student ethnic and LGBTQIA+ population. All staff – teachers, paras, secretaries, bus drives, administrators, etc.

Districtwide

- Sending job postings / openings to HBCU (Historically Black Colleges and Universities):
 - ▶ North Carolina A&T State University
 - ▶ Hampton University
 - ▶ Howard University
 - ▶ Alabama State University
 - ▶ Central State University
 - ▶ Tuskegee University
 - ▶ Grambling University
 - ▶ Tennessee State University
 - ▶ Morgan State University
 - ▶ Lewis College of Business
- Administrators encouraged to grant initial ZOOM interviews to candidates for the identified HBCUs
- Building administrators directly involved in intentional hiring of staff members reflective of their student body



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Strategy 2: Audit and evaluate internal structures embedding greater awareness of bias within instruction and within the total school environment.

Districtwide

- Code of Conduct revisions focused on consistency across the district and equity
- Piloted K–8 ELA resources to ensure equitable access to standards aligned material
- Connected staff with text that represent a variety of cultural backgrounds
- Educators participated in learning around diverse text sets with literacy coach and Dr. Ashelin Currie of Oakland School
- Piloted K–8 resources that included text with diverse characters

Avondale GATE School

- Professional development with Cornelius Godfrey
 - ▶ Worked on understanding diversity, equity and inclusion as they relate to GATE and to Avondale
 - ▶ Explored Liberatory Design (the re-imagining of one's assumptions and beliefs about others and their capabilities by interrupting internal beliefs that undermine productive relationship and actions)
- Hosted *GATE Goes Global*, an international fair, book fair, and art fair
 - ▶ Students, Staff and GATE families came together to share information about their culture and traditions
- Intentional teaching to increase understanding through experiences as middle school students
 - ▶ Partnered with the Islamic Association of Greater Detroit to arrange speakers (aligned with 7th grade Social Studies curriculum standards)
 - ▶ Integrated the C3 framework to help ensure that the perspective of the Social Studies curriculum is unbiased in order to closely examine Art, historical reference material, and sources of marginalization and biases



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Elementary

- ECSE and GSRP students will begin having shared experiences including lunch and recess in Fall 2023
- Social Studies materials audits conducted using a DEI access, belonging, and justice lens
- Deerfield Elementary: Increased focus on inclusive practices for friends with special needs including
 - ▶ Deerfield Falcon Friends, Acceptance Days (Autism, Spina Bifida, Downs Syndrome), Deerfield SAILS students increased general education experience
- Auburn Elementary: Principal attended *Black Boys and Men Symposium* with AMS administrators
- Auburn Elementary: Continued work with Oakland Schools Diversity and Equity Consultant Dr. Jay Marks
- Continued K–5 PLC work to align assessments to standards for consistency across the District





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Secondary

- Staff representation in the *Beyond Equity Cohort*
- Completed Social Studies Equity Audit (AMS)
- Participated in Social Studies Resource Professional Development through Oakland Schools (AMS)
- Explored grading practices and protocols during 6–8 grade PDs and their relationship to standards-based grading as a means to ensure equity in grading
- Began work on Social Studies Equity Audit (AHS)
- Adopted *No Place for Hate* as a guiding principle to be launched in Fall 2023 (AMS)
- Held several PD sessions about grading for equity – this will continue until fully implemented in Fall 2025 (AMS)
- Performed student and staff Culture / Climate Survey (AHS)
- PLC meetings focused on grading practices and pedagogy (AHS)
- Avondale Theatre Company “Voices of Avondale Production” opened this year with *Detroit 67*. Intending to highlight voices that are underrepresented in the theater world, Voices of Avondale Production will become a part of the regular ATC theater season.
- Introduced the Avondale High School Unified Basketball Team – a group of AHS students receiving special education services are joined by a group of general education students to compete against other Oakland County Unified teams.



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Strategy 3: Enlist multicultural task forces to investigate/recommend reading for staff, review of curriculum resources, practices - part of MASA Beyond Equity Cohort practices.

Elementary

- Book studies focused on building a sense of belonging and community
 - ▶ *Social Studies for a Better World* (Woodland Elementary Summer 2023)
 - ▶ *Let's Talk About Race* (Woodland Elementary Summer 2022)
 - ▶ *Building Equity* (Deerfield Elementary and R. Grant Graham Elementary)

Secondary

- Book studies focused on building a sense of belonging and community
 - ▶ *Culturized by Jimmy Casas* (AMS)
 - ▶ *We Belong* (AMS)
 - ▶ *Help for Billy* (AMS)
 - ▶ *Discipline Wins* (AMS)
 - ▶ *From Behaving to Belonging* (AMS)
 - ▶ *Hacking School Discipline* (AMS)
- Creation of Diversity, Equity and Inclusion Committee (AMS)



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Strategy 4: Improve access to Preschool and Early Childhood program opportunities.

Districtwide

- Currently in the process of hiring an Early Childhood Community Liaison to provide information to parents and guardians in the community and support them through the enrollment process
- Offering Avondale staff 50% off the cost of preschool for their children in order to support employee retention while increasing enrollment in our ELC programs (the cost of the reduction will be paid for through grants)

Early Learning Program

- A significant component of the HighScope curriculum is that the classroom demonstrates to families that their child's home life is valued and reflected in the classroom by using and displaying meaningful materials and photos, and facilitating activities and events that represent at least 6 of the following in each classroom: families' homes, interests, hobbies, family structure, celebrations, abilities, clothing, food, music, and languages

Elementary

- Woodland Elementary ECSE and ELC classes collaborated to enhance inclusion and peer learning as a positive experience for the students



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Strategy 5: Tailor communications to be geared toward meeting language gaps so ELL families have better understanding of district and school information.

Districtwide

- Web developers added a language translator to the Avondale School District website that users can select when they open any district webpage
- The number of languages spoken among members of our parent/guardian population precludes a communications solution that will efficiently serve our families in an equitable way. District staff has employed one or some of the tools listed to assist our families
 - ▶ Used a Language Translator Device (phone calls and face-to-face conversations)
 - ▶ Used a Language Translator App (phone calls and face-to-face conversations)
 - ▶ Utilized the Language Option in School Messenger
 - ▶ Selected a language in Google Email
 - ▶ Enlisted the help of a staff member or student to translate
 - ▶ Enlisted the help of the child(ren) of the non-English speaking parent/guardian
 - ▶ For students of non-English speaking families who are receiving ELL services, staff has consulted the ELL teacher or paraprofessional regarding school/home communications
 - ▶ For the 2023-24 school year, Smore Newsletters will be upgraded to “Educator Pro” which includes a language translator
 - ▶ Next step includes ensuring each building has access to and training on all of the communication tools



GOAL 3

INTENTIONALLY CREATE AND MONITOR A CULTURE OF COMMUNITY WITHIN THE DISTRICT / SCHOOLS, AND POSITIVE NARRATIVE OUTSIDE THE DISTRICT / SCHOOLS.

Strategy 1: District branding, marketing, and messaging should reflect efforts / feedback in this area from stakeholders. This includes ease of use and organization of website content and links (search engine optimization, etc.) and social media content and organization. Work with *Ignite* to assist in providing website solutions to stakeholder feedback.

Districtwide

- Addition of “Feedback” button on all district web pages provides stakeholders opportunity to provide feedback, as well as ask questions and request information. To date, requests have focused on enrollment (including Schools of Choice), lunch and other food service questions, and several sales pitches. No negative feedback or comments regarding branding changes, inability to find information on the web pages, or any other district matters have been received through this email account.
- Survey in June 2022 provided parent/guardian feedback about the effectiveness of general school and districtwide communication efforts.
 - ▶ Newsletters and Facebook were the communication tools most utilized by Avondale families for receiving general information and announcements.
 - ▶ Additional feedback regarding the format of the weekly Avondale ENews was provided resulting in changing the format of the ENews from from a PDF to a S’more electronic newsletter.
 - ▶ The “Message from the Superintendent” was changed to a “bulleted” School Messenger message titled “The 2 Minute Update” sent when information other than what families would receive from their schools or in the weekly ENews needed to be shared. This change was also a result of the survey sent in June 2022.



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Districtwide

- AMS, elementary schools, and Avondale GATE School actively used Facebook pages (degree of use varies) to share information about events and staff and student achievements
- Vocal Music and Instrumental Music Departments and Avondale Theatre Company promoted events and student success on Facebook
- AHS Athletics Department and some teams posted announcements, schedules and athletic successes on Facebook
- Avondale School District Facebook Page currently has more than 4,000 followers





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INTENTIONALLY CREATE AND MONITOR A CULTURE OF COMMUNITY WITHIN THE DISTRICT / SCHOOLS, AND POSITIVE NARRATIVE OUTSIDE THE DISTRICT / SCHOOLS.

Strategy 2: Intentional messaging to change toward a positive narrative of the district and schools, particularly externally, to realtors, neighborhoods, PTO's Boosters, and Parent Subgroups (targeted messaging). Work with *Ignite* to assist in providing marketing and messaging solutions to stakeholder and external constituency feedback.

Districtwide

- Targeted marketing brochure highlighting high school focus on Accelerated Pathways and other innovative programming mailed to families of 8th–11th grade students living in the Avondale School District and a five-mile radius around the district
- Year-end brochure highlighting Avondale Middle School Points of Pride sent in June 2022 to all Avondale School District residents. Year-end districtwide Points of Pride brochure to be sent to all Avondale School District residents in June 2023
- Launch of the Avondale School District Spiritwear site by *Ignite* to provide spirit wear and swag designed with consistent messaging across the district. *The site also provides fundraising options for schools, clubs and athletic groups*
- Career Focus Days invited local business representatives into our middle and elementary schools to present very hands-on and engaging sessions with students about careers, demonstrating the district focus on preparing our students for adulthood





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Districtwide

- *Avondale's Got Talent* presented the opportunity for students in elementary through high school to showcase their talents in front of a community audience and it was a chance for the community to enjoy the students' gifts
- End of the year *Pops Concerts* by our Vocal and Instrumental Music Departments were opportunities to showcase the talents and presence of our AHS and AMS music groups
- The Avondale Theatre Company performed *Beauty and the Beast* with a cast that included students from elementary to high school, involving not only the students in the experience but their families as well





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Avondale GATE School

- Positive events and activities designed to bring families into our schools serve as good-will campaigns by providing eyes-on experiences as innovative, personal, and relevant learning are on display
 - ▶ Fun Run, Bowling Nights, Back to School Picnic, Talent Show, GATE Goes Global event
- Avondale GATE School Chess Club, Math Kangaroos, and Future Problem Solvers participated in regional and state competitions that presented the GATE students as knowledgeable in their area of competition and prepared as well as possessing many of the 21st Century skills for success





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Elementary

- Positive events and activities designed to bring families into our schools serve as good-will campaigns by providing eyes-on experiences as innovative, personal, and relevant learning are on display
 - ▶ Deerfield Elementary: Fall Family Dance, Holiday Breakfast, Family Reading Night, Dads' Carnival, Family Night Out, Talent Show
 - ▶ Auburn Elementary: Diversity Festival, Literacy Night, Student of the Month assemblies, Optimist Club Student of the Month provides opportunity for Club members to meet the teachers and learn about their teaching experiences (in addition to celebrating the students), Veterans Day Parade
 - ▶ R. Grant Graham Elementary: Popcorn and Juice Fridays, Fun Fair, Holiday Breakfast and Shop, Valentine Day Dance, Family Game Night, Family Movie Night
 - ▶ Woodland Elementary: Holiday Pancake Breakfast, Sweetheart Dance, Book Bingo Night
 - ▶ Art Shows, March is Reading Month Guest Readers, Food Drives and Fundraisers to meet local needs in all buildings
- Increase in before- and after-school activities for students is enhancing the home-school connection as the students participate in meaningful fun and educational activities – all elementary schools
- Woodland Elementary: Troy Mayor, Ethan Baker, was invited to read to students during March is Reading Month, he shared his experience on his Facebook page



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Secondary

- Rochester Hills Mayor, Bryan Barnett shared a video on his Facebook page to celebrate our Avondale Middle School Resource Officer, Deputy Nagy. AMS Principal Dr. Gomez was included in the video
- Auburn Hills Morning Optimist Club Speech Contest presents students as hardworking, of good character, well-spoken, and possessing several 21st Century skills (AMS)
- CTE connections with Auburn Hills Chamber of Commerce presents AHS staff as focused on student growth, student interests, students as individuals and their employability
- CTE Field Trips present AHS students as interested in taking their learning to new depths and applying knowledge and experience to increase their employability; and possessing emerging 21st Century skills that increase success in the workplace
- HOSA , Future Problem Solvers, Ethics Bowl, Forensics, and Robotics – regional, state and national competitions present AHS and AMS students as not only knowledgeable in their area of competition and prepared but also as respectful and kind to opposing competitors.
- Avondale Vocal Music Department ALWAYS receives high praise in regard to the way the students present with poise, grace and appropriate behaviors when performing at music festivals (in addition to garnering high Division ratings)
- Avondale Theatre Company's performance at the Fringe Festival in Scotland this summer is an opportunity to showcase the talents and character of our theater students on the world stage



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Strategy 3: Continued planning for the retaining as well as attraction of staff through means of compensation and non-compensation initiatives.

Districtwide

- Implementation of JOON for all staff for the 2023-24 school year
 - ▶ Every Avondale employee will have \$350.00 deposited into their JOON account during the year to purchase items pertaining to their wellness
- Success in negotiating an AEA Bachelor's Degree starting salary of \$40,045.34 and an AEA Master Degree starting salary of \$42,679.20 with no prior experience
- Providing monthly wellness snacks to all staff as a small token of Administrators' appreciation
- The 2nd Annual Districtwide Picnic is scheduled for Thursday, June 8th
 - ▶ Includes raffles for gift cards and gift baskets donated by Avondale PTOs, contractors, partners and community businesses

Elementary

- Woodland: Principal has instituted a weekly check-on to monitor staff morale and well being.

Secondary

- Creating a culture of belonging, listening, and supporting initiatives (AMS)
- Providing PD in areas of staff concern (AMS)
- Commitment from building administration to stay and continue on as the building administrators (AMS)



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Strategy 4: Continued efforts to engage Avondale alumni in activities related to community-building and involvement in decision – making processes.

Districtwide

- Currently creating personal email contact lists of Avondale High School graduates using information gleaned from exit surveys facilitated by the high school counseling staff. To date, the contact list for the AHS Class of 2023 is built with plans to add prior graduating years from similar data collections
- The Avondale Hall of Fame continues to engage members of our athletic community who graduated from AHS during the 1950's to now

Elementary

- Woodland Elementary will celebrate their 25th anniversary in Fall 2023 with plans to invite alumni and former staff members (including former student, Troy Mayor Ethan Baker)
- Auburn Elementary will celebrate the opening of their Time Capsule after 25 years with plans to invite alumni and former staff members