



BOARD OF EDUCATION PRIORITY GOALS UPDATE JUNE 4, 2024



2025

Honor the Work of Strategic Plan 2020 • Update for Relevance
Streamline Activities • Incorporate Implicit Bias Training

Equity and Access

Restorative Practices

Anti-biased Practices

2023-2024 Strategic Advancements

Implementation of Avondale Coaching Network //

Standardization of K-12 Grading and Instructional Practices //

Systemwide Mental Health & Wellness Protocols //

Focus on Changing Decades-Old Perceptions //

Culture of Community

Inclusion and Equity

Goal:

Increase Student, Family and
Staff Sense of Inclusion

Student Engagement and Learning

Goal:

Increase Student Growth
and Achievement

Financial Wellness

Goal:

Maintain Healthy Fund
Balance while serving
Students and Staff



GOAL 1

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

Strategy 1: Continue formative student assessment, analysis of data by standard and design, resulting in instructional planning involving remediation and acceleration through curriculum pacing and the use of a variety of instructional methodologies (example: monthly data walls).

Districtwide:

Instructional Coaching Staff and District Data Coach, trained in literacy practices, formative assessment, response to data, and best instructional practices

- assisted schools in interpreting and planning instruction for all learners
- created professional learning that is relevant, ongoing and job-embedded
- worked closely with teachers (planning/goal setting, modeling, co-planning, and observing)
- provided teachers with students' NWEA goals and scores so that teachers could assign the appropriate NWEA pathway for students to help meet their growth goals
- implemented IXL in 3-8 in math and reading to support instruction and interventions
- provided and organized around using the IXL tool, demonstrated how it is aligned to our curriculum and how it can be used to increase NWEA and MStep scores
- facilitated quarterly meetings/professional learning at Oakland Schools & monthly district coaching meetings





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Strategy 1 (page 2): Continue formative student assessment, analysis of data by standard and design, resulting in instructional planning involving remediation and acceleration through curriculum pacing and the use of a variety of instructional methodologies (example: monthly data walls).

Elementary

Avondale elementary schools use multiple assessment tools including:

- Verbal, written, and observational
- Online monitoring tools including *Clever*, *Brainspring*, *Imagine*, *IXL*, *Prodigy*, *Boddle*, *Xello*, and *Dibels* (currently piloting)
- Formative, summative and performance-based assessments (presentations, portfolios, experiments, investigations)
- *MAP Fluency* data, *NWEA* data, and diagnostic assessments
- District provided curriculum with assessments: *My View Literacy*, *Math Expressions*, and *Foss Science* (while cross checking the common core state standards)
- Student self-assessment

Data analysis is critical and follows a systematic approach:

- Data meetings are attended by classroom teachers, paraprofessionals and interventionists
- Staff reviews individual assessment data as well as grade-level data
- Student growth and grade-level trends create a focus for discussion
- Supports and strategies for individual students and classes are planned



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Strategy 1 (page 3): Continue formative student assessment, analysis of data by standard and design, resulting in instructional planning involving remediation and acceleration through curriculum pacing and the use of a variety of instructional methodologies (example: monthly data walls).

Following analysis of assessment data, various interventions are put in place including:

- Hands-on activities for creativity and inclusivity of all learning abilities
- Small group and/or one-on-one instruction
- Pacing and scaffolding student curriculum
- Behavior intervention groups
- MTSS interventions
- Engagement of school social work resources
- Differentiated instruction
- Use of IRIPs for students performing in the lower 25% NWEA Reading testing
- *Brainspring* pacing guides
- *Story Champs* for vocabulary and comprehension along with fluency work
- Focus on the literacy essentials
- Increased exposure to books
- Use of district programs such as *IXL* and *Imagine Learning* to provide individualized skill based practice aligned to standards and curriculum
- Partnering with parents/guardians

Data analysis of student growth continues throughout the school year through Data Meetings and Dialogues. Student growth is monitored as is the effectiveness of interventions.



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Strategy 1 (page 4): Continue formative student assessment, analysis of data by standard and design, resulting in instructional planning involving remediation and acceleration through curriculum pacing and the use of a variety of instructional methodologies (example: monthly data walls).

Secondary

District Data Coach worked extensively with the middle school and high school staffs around assessment - both formative and summative - focusing on how to use data to drive instruction.

Middle School:

- Regularly scheduled Data Dialogues and Planning Meetings
- Regularly scheduled Child Study Team Meetings
- Math Intervention (pre-teaching concepts and remediation)
- AARI Reading Intervention
- *Brainspring* training for teachers
- Adoption of new ELA curriculum
- Use of *IXL* for ELA and Math
- Updated Math texts through *Big Ideas*
- EPIC Math cohort with Oakland Schools for 6th grade teachers
- Creation of Social Contracts for testing to promote a positive testing environment
- Student Goal Setting Sheets for standardized testing and positive acknowledgement for reaching goals
- Data Coach and administrators working on building specific MTSS systems
- Pocket PD in staff newsletters addressing student self assessment
- Summer camps based on interest from *Xello Career Readiness* data



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Strategy 1 (page 5): Continue formative student assessment, analysis of data by standard and design, resulting in instructional planning involving remediation and acceleration through curriculum pacing and the use of a variety of instructional methodologies (example: monthly data walls).

High School:

- Data Dialogues focus on standardizing protocols and curriculum creation
- FAME meetings work on assessment analysis
- Standards Based Assessing for all classes
- Creation of MTSS team that meets weekly to identify and support students with academic and social needs
- Analysis of MiPhy survey data to determine student needs and supports
- SWARM support with academics
- Staff member to support students during high school transitions
- *Next Generation Science Experience* for all staff focuses on experiential learning and teaching practices (strategies applied to all areas of curriculum)
- Instructional planning for accelerated learners includes:
 - Accelerated Pathways and Early Middle College
 - Increased internship opportunities
 - School Improvement Team focus on creating Profile of a Graduate
- Partnered with Coaching Network to gather data of our bottom 15% in NWEA to determine literacy gaps
- Increased focus/classes for ELL population



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Strategy 1 (page 6): Continue formative student assessment, analysis of data by standard and design, resulting in instructional planning involving remediation and acceleration through curriculum pacing and the use of a variety of instructional methodologies (example: monthly data walls).

High School (continued):

- Math Team teacher role expanded to support math and chemistry classes
- Reading Intervention classes to build functional literacy skills
- Creation of multiple levels of algebra to support students where their needs are
- Creation of cross-curricular Zoo Math
- PLC groups focused on powerful teaching practices

Districtwide:

- Addition of a districtwide Social Work coordinator
- Addition of a districtwide Teacher Consultant Coach

District Data Coach worked with school administrators to identify interventions that will provide the most impact for students, ensuring that interventions are targeted and that strategies are developed based on multiple pieces of data.



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Strategy 2: Move growth measurement expectation for highly effective rating within evaluations to a minimum of 80% of students within a class/period meeting their growth goals/targets.

District Data Coach worked with teachers and administrators to analyze their NWEA data to identify areas of success and areas for improvement. Verified that teachers understood their reports and were able to use the data to plan.



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Strategy 3: Document strategies that positively impact subgroups.

Elementary

- Student-to-student mentor programs
- Before and after school tutoring for general education, ESL, and Special Education students
- Students in subgroups encouraged to take leadership roles (i.e., Leadership Club and School Safety Squad)
- School clubs and activities focused on a unifying purpose (i.e., food drives, Green Team, and fundraising for community needs)
- Positivity Project lessons that promote acceptance and celebration of differences
- Social / emotional lessons based on student behaviors and needs
- Parent / guardian participation in March is Reading Month and Veterans Day Parade
- Utilization of *Smores Newsletters* featuring a language translator
- Academic support interventions listed under Goal 1 / Strategy 1 (slide 4)
- Use of outdoor LED signs to announce events and achievements





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Strategy 3 (page 2): Document strategies that positively impact subgroups..

Secondary

- Building wide engagement of Capturing Kids Hearts (AMS)
- Working closely with the SWARM leaders from AHS to connect with at-risk students at AMS
- “Respect the HERD” branding (AMS)
- “You Belong Here” messaging (AMS)
- LINKS program pairing general education students with general education students (AHS)
- Student initiated clubs targeting subgroups with a variety of interests including Queens of Melanin & Stingz, Circle of Friends, Young Men’s Mentoring - Brothers of Unity, Girls Health Alliance (AHS)
- School events/activities changed and adapted to be more inclusive such as Homecoming Court and Grand Jacket (AHS)
- Equity Audit conducted with students (AHS)
- Utilization of *Smores Newsletters* featuring a language translator (GATE, AMS, AHS)





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

Districtwide: School day schedules reflect expectations for bell to bell teaching and minutes each core subject area must be taught. Elementary schools offer before and/or after school tutoring and subject specific camps.

Middle School:

- Utilization of Yondr pouches to secure students' cell phones during instruction time, lessening distractions during class and increasing student focus



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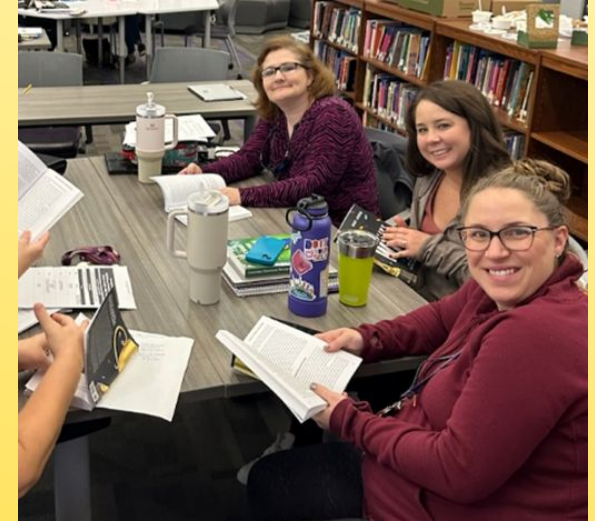
Strategy 5: Goal setting, PLC work, and professional development with teachers continue to include enforcement of best practice instruction constructs used by teachers with the highest student growth.

Districtwide:

- Book study *Conscious Classroom Management*
- Avondale Data Coach prepared and shared data relative to ELA and math growth for special populations and subgroups

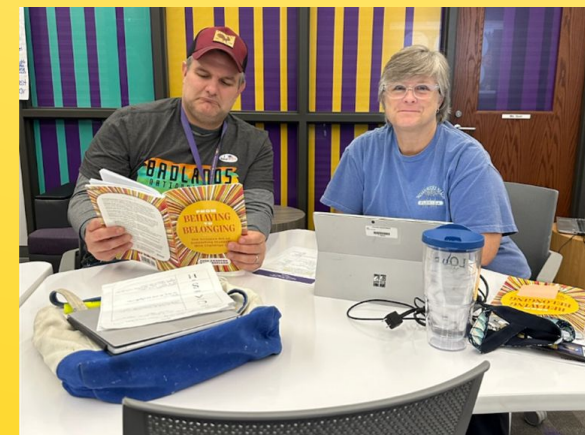
Elementary Schools:

- Teacher Labs and Colleague Observation
- Grade Level PLCs
- MTSS and Progress Monitoring Meetings
- *MyView Professional Developments* to become even more aware of how to directly impact student achievement (Woodland Elementary)



Middle School:

- Considerable training for ELL staff
- All ELL students placed in a identified EL class
- Students engaged in goal setting and aware of their growth goals
- Incentive party encouraging students to meet growth goals





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Strategy 6: Document plans to identify the bottom 30%, create success plans for individual students.

Districtwide:

- Avondale Data Coach worked with interventionists and administrators to better identify the needs of the bottom 30% in each building
- Structures and interventions that work for both students and teachers were created
- Coaching meetings and data meetings that focus on students that require the most supports and how we are tailoring instruction are ongoing

Elementary

Elementary:

- Used IRIPs to communicate progress regarding reading achievement
- Students scoring below the 25 percentile on the NWEA reading assessment received reading intervention
- Teachers Assisting Teachers team meets each Wednesday throughout the school year to create success plans for students who are struggling (Woodland Elementary)
- Used research-based curricular tools (such as *Brainspring*, *Heggerty* and *Story Champs*) in small groups to increase student achievement
- Used *MAP Growth*, *Brainspring* and *MAP Fluency*, in addition to more specific assessments, to progress monitor and inform instructional pathways in order to close achievement gaps from unfinished learning
- Differentiated curriculum
- Used 1:1 and small group interventions
- Created small groups across all subject areas in students target zone to lead guided instruction slightly above their performing level so they can be pushed to the next level
- Continually analyzed and adjusting groups and levels to meet students' needs



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Secondary

Middle School:

- Met with District Data Coach and the MTSS team to develop an MTSS model similar to the high school in order to identify and support the bottom 30%
- Added additional staff to create success plans for students
- Provided leveled reading support in leveled intervention classes
- District Reading Coach performed reading assessments on the bottom 30% students and shared results for planning

High School:

- Restructured the high school math and ELA interventions based upon data analysis



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Strategy 7: Documentation of TK and K teachers meeting and planning with Pre-K teachers on curriculum transitions.

Elementary Schools:

- TK/K teams met throughout the year to share exemplars of student work and to identify and define end-of-year expectations for Transitional Kindergarten and Kindergarten students





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Strategy 8: Implement and monitor systems to measure and monitor social-emotional gaps and growth.

Elementary

- Behavior Teams meet weekly to identify students who may be struggling because of a social/emotional gap; the group developed strategies to assist the student
- Participate in *IDEA's Child Find* through the MTSS process
- Monitor student reactions/engagement to building use of
 - Positivity Project to develop activities and experiences
 - Use of Buddy the support dog (Auburn)
 - Restorative conversations (promoting positive peer interaction growth)
 - Advisory lessons focused on: Executive Function, Rules & Routines, Emotional Regulation, Communication Strategies, Conflict Resolution, and Student Strategies in response to student and classroom needs
 - Availability of a calming space with calming/regulating strategies
 - Positive reinforcement strategies such as a Rock Jar, WOW Board, Fantastic Falcons
 - End of the week circles - students choose to discuss something that they learned or something that made them smile; shine on someone who did something special; or say sorry to someone (Auburn Elementary)
 - Student assemblies and celebrations that award and recognize meeting social and academic goals
- Engage parents in learning about the Positivity Project and its impact on social-emotional growth (Avondale GATE)



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Secondary

Middle School:

- Working to train staff in “Youth Mental Health First Aid”
- Defining teacher and counselor roles as they work on “warm hand offs”
- Collecting data on students who experience frequent behavior issues in order to develop solid behavior plans for each of these students

High School:

- Held biweekly meetings to discuss new referrals and check on student progress using an “enter and exit criteria”
- MTSS is fully up and running at the high school level
- Supported the Student Mental Health Coalition, sharing information and resources
- Facilitated PD with staff as a reminder about “Youth Mental Health First Aid” and high school referral system
- Created a protocol for behavior plans

District Data Coach facilitated the *MI Student Voice Survey*, shared the results with all administrators and school improvement teams who had opportunity to meet to review results and define areas of focus.



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Strategy 9: Document engagement efforts to address those students with poor attendance.

Elementary

Elementary Schools:

- Increased the number of engaging school day activities and promoted them to the student body ahead of time to build excitement
 - Spirit Weeks / Spirit Days
 - PTO assemblies and activities
- Expanded the availability of tutoring for students who may have reservations about attending school because of academic struggles
- Added additional community events including Reading Nights, Math Nights, and Game Nights
- Continued events that feature student work including Art Shows and Science Fairs with an added push to increase attendance and engage families in being part of the school community
- Increased social media presence, sharing pictures of fun and engaging activities, celebrating upcoming events (Woodland Elementary and Deerfield Elementary)
- Utilized Instructional Coach's intervention time (20 percent of her day) to support students with poor attendance
- Made daily phone calls for absent students, sent attendance letters, and made additional phone calls for excessive absences





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Strategy 9 (page 2): Document engagement efforts to address those students with poor attendance.

Middle School:

- Utilized “You Belong Here” messaging to remind students they are welcome and wanted in the school community (AMS)
- Partnered with Kip Pichel to intervene with student truancy
- Counselors and administrators meet with students who are chronically absent
- Partnered with Tracey Long at Oakland County Truancy to monitor truancy
- Sent out regular letters to families at specified intervals to make them aware of truancy protocols

High School:

- Utilized SWARM staff to work with students and families on tardiness and absenteeism
- Partnered with the Oakland County Truancy Office



GOAL 2

IMPLEMENTING STRATEGIES TO INCREASE ACCESS, EQUITY, INCLUSION, BELONGING , AND JUSTICE WITHIN AVONDALE'S DIVERSITY.

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

Districtwide:

- Intentionally hired diverse staff members to better reflect our student body (all positions)
- Supported current staff members of diversity in applying for grants for continued education

High School:

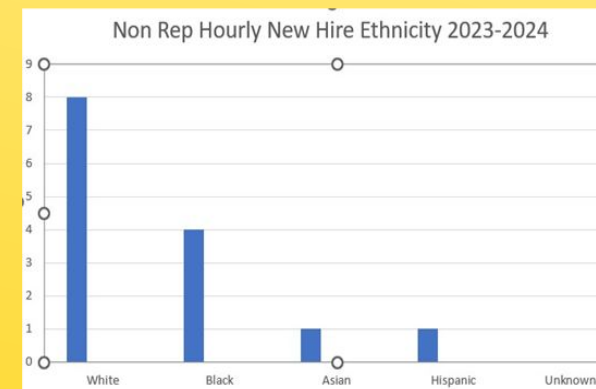
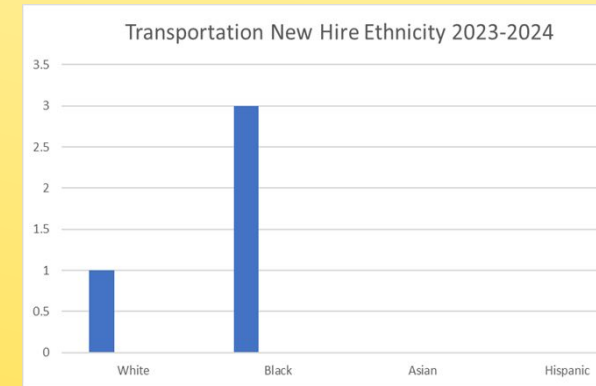
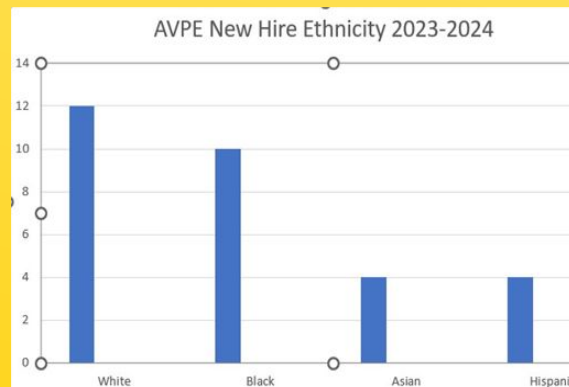
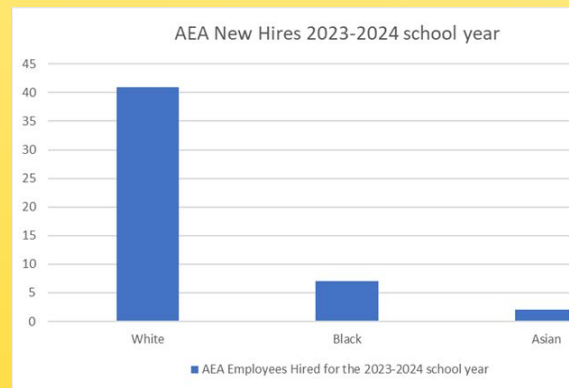
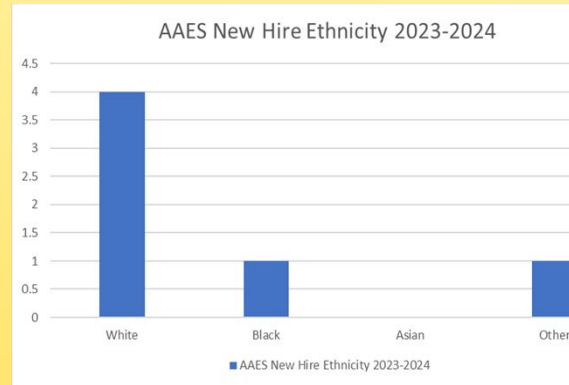
- Involved students in hiring of new staff



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Strategy 2: Audit and evaluate internal structures embedding greater awareness of bias within instruction and within the total school environment. Participation in the final phases of MASA's Beyond Equity Cohort, embedding learnings into the culture.

Districtwide:

- All schools have representation on the district DEI team
- DEI teams meet to audit building practices through a DEI access, belonging, and justice lens and then recommend changes within the learning community
- DEI teams provide resources and information to building staff members
- Participation in Professional Development focused on implicit bias and social/emotional learning such as *Effective Practices for Educating African American Males as a Continuation of Becoming a Culturally Responsive Educator* with Dr. Jay Marks (Auburn Elementary)
- Incorporating books that represent the diversity of the student population into learning
- Within the classroom, students are exposed to culturally representative texts and given opportunities to share about themselves
- Positivity Project activities address open mindedness, different perspectives, and acceptance, creating awareness of various backgrounds and the diversity within the school
- Creation of a Conscious Classroom Team (AHS)



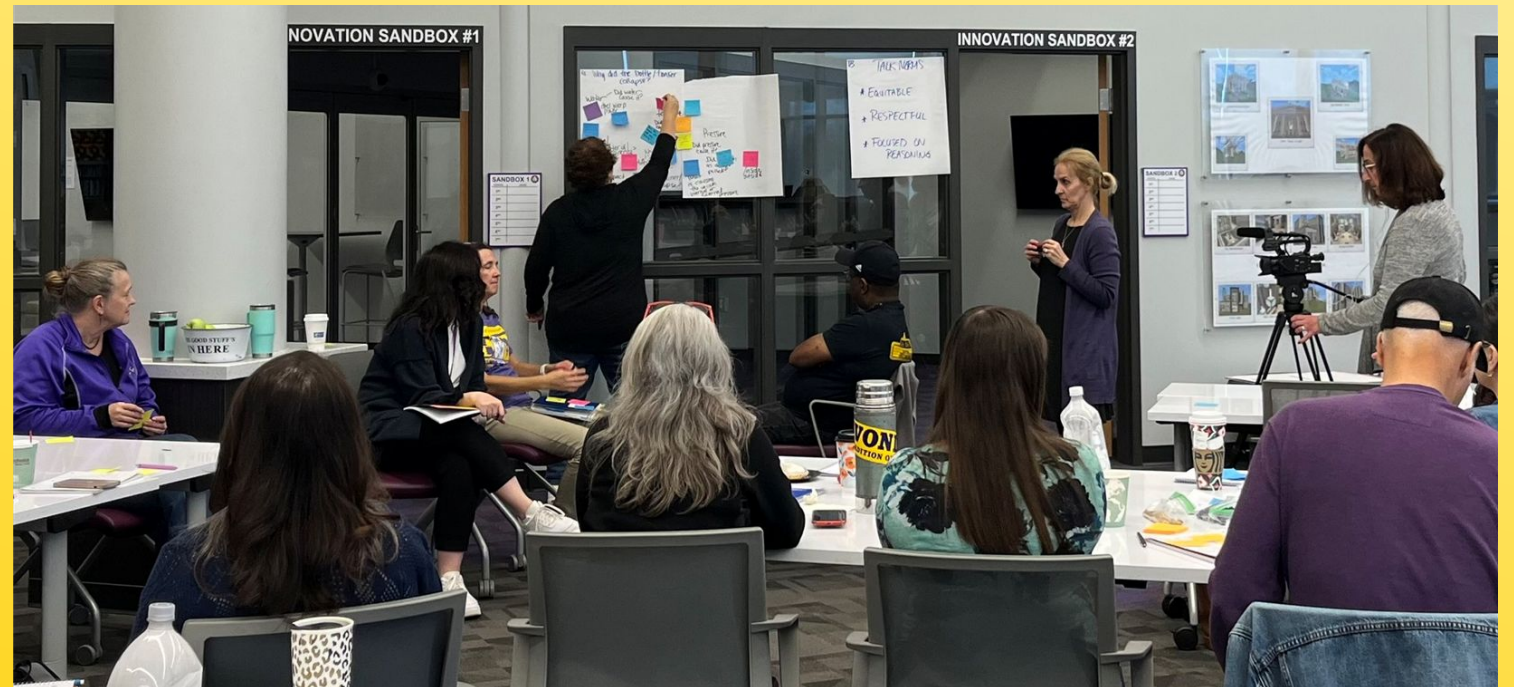
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Strategy 3: Enlist building-wide Equity committees as tentacles of the District Equity Team to investigate/recommend readings for staff, review curriculum resources and practices.

Districtwide:

- All schools have representation on the district DEI team to ensure consistent practices relative to district goals and ideals
- Building-level DEI teams meet to audit building practices through a DEI access, belonging, and justice lens and then recommend changes within the learning community
- Building-level DEI teams provide resources and information to building staff members





GOAL 2

IMPLEMENTING STRATEGIES TO INCREASE ACCESS, EQUITY, INCLUSION, BELONGING, AND JUSTICE WITHIN AVONDALE'S DIVERSITY.

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

Woodland Elementary and Auburn Elementary:

- Ongoing efforts to include ELC (and at Woodland, ECSE) students in schoolwide activities and events
- Staff collaboration to enhance inclusion and peer learning (student-to-student)
- Building tours for ELC families who may not otherwise explore the building beyond the ELC classrooms
- ELC students (four-year-olds) experience in the cafeteria
- Families invited to attend school events

Districtwide:

- ELC students took a “field trip” to their home elementary school for a Kindergarten Adventure



An intentional use of excess fund balance to keep costs low for tuition paying families. This allows for additional access to programming that would otherwise be a limiting factor. Until any type of universal pre-K is provided to families, public schools must do whatever possible to ensure a low-cost preschool option. Child care relief funds have allowed us to increase our fund balance substantially. This allows us to keep tuition costs steady, while also increasing compensation of staff members to attract the best talent.



GOAL 2

IMPLEMENTING STRATEGIES TO INCREASE ACCESS, EQUITY, INCLUSION, BELONGING, AND JUSTICE WITHIN AVONDALE'S DIVERSITY.

Strategy 5: Implement new programming to nurture equitable practices within the district.

Districtwide:

- Building classroom cultures of understanding diversity and different cultures
- Getting to know student needs and interests and allowing them opportunities to share about their culture, interests, talents, and backgrounds, etc. to create a community of acceptance and understanding among a diverse population
- Creating a safe and welcoming environment for all learners
- Purchase and implementation of High Scope Curriculum in the Early Childhood Special Education
- Development and Implementation of a Student Services Organizational Chart including division of duties by district roles.
- Development of an adapted PE program so all students can participate fully in a PE curriculum.

Elementary:

- Positivity Project expanded to all elementary schools and Avondale GATE (P2 character building activities support acceptance and celebration of diversity)
- PBIS Behavior Matrix ensures consistency of protocols and procedures
- Listed and practiced expectations and rules
- Restorative practices utilized to promote understanding
- Weekly newsletters and phone blast to all families (keeping families informed, providing access to programs and resources, and extending invitations to become involved)



GOAL 2

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Strategy 5 (page 2): Implement new programming to nurture equitable practices within the district.

Secondary:

- Positivity Project (P2 character building activities support acceptance and celebration of diversity (AMS)
- Expanded PBIS (AMS)
- Implemented *No Place for Hate*
- *Capturing Kids Hearts* character lessons (AMS)
- Utilization of new Code of Conduct with fidelity (AHS)
- Partnering with Honor Community Health (AHS)



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Strategy 6: Increased recognition of cultural celebrations that reflect what our local district families celebrate.

Districtwide:

- 2024-25 School Year calendar developed with no school for students on Diwali, Yom Kippur, and Eid al' Fitr.

Woodland Elementary:

- Focused celebration and appreciation of students who speak other languages and celebrations of various cultures
- Diversity Committee Bulletin Board regularly updated with information and celebrations of various cultures

Middle School:

- Hispanic Heritage Celebration





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Strategy 7: Continue growing TK-12 Standards-Based Assessment Practices.

Auburn Elementary:

- Graded art without names to create fair grading practices (Auburn Elementary)
- Grading scales based on student learning expectations and skills
- Implemented Standards Based Assessment approach, allowing focus on specific standards more clearly with students in small groups

Avondale GATE:

- All staff participated in Standards Based Assessment Professional Development
- Co-created Standards Based Assessment Scale
- Co-authored Standards Based Assessment parent/guardian communications

Middle School:

- Buildingwide PD on Standards Based Assessment provided by District Data Coach
- Worked on standards and prioritizing academic skills for successful learners
- Implementation of Standards Based Assessment in Fall 2024

High School:

- Data meetings focused on refining standards and grading practices
- Next Generation Science Experience pedagogies used for all high school subjects
- District Data Coach coached teachers around how to transition to standards based and experiential learning



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Strategy 8: Continue with widespread growth of practices of Restorative Justice in all schools.

Deerfield Elementary:

- Staff trained in Restorative Justice practices

Woodland Elementary:

- Principal and teacher in charge attended a two-day Restorative Justice training through Eastern Michigan University
- Staff trained in Restorative Justice practices
- Staff trained in nonviolent de-escalation (during the 2021-23 and 2023-24 school years)
- Approximately 25% of the staff is CPI certified

R. Grant Graham Elementary:

- Staff trained in Restorative Justice practices
- Used restorative practices with students and adults
- Staff trained in nonviolent de-escalation (2023-2024 school year)

Auburn Elementary:

- Currently, some staff trained in Restorative Justice practices (trained staff works with students who would benefit from this response)

Middle School:

- Staff trained in Restorative Justice practices

High School:

- Staff trained in Restorative Justice and Trauma Informed practices



GOAL 3

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

Strategy 1: Increase Schools of Choice involvement in the community, folding into fabric of the community.

Deerfield Elementary:

- Encouraged Schools of Choice families to attend school events
- Actively posted on Facebook, sharing events and celebrations
- Used outdoor LED sign to announce events and celebrate student birthdays



Auburn Elementary:

- Encouraged Schools of Choice families to attend school events (Art Show, Reading Night, etc.)
- Allowed students a chance to share and celebrate their successes both in and out of the classroom at the beginning of each day (such as winning a football game or the announcement of the birth of a younger sibling) provides opportunity to celebrate each other and become more connected





GOAL 3

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

Strategy 1 (page 2): Increase School of Choice involvement in the community, folding into fabric of the community.

Woodland Elementary:

- Consistently posted on social media since the 22-23 school year
- Significantly enhanced our online presence (current number of followers is 442 and the post engagement number is 1,400)
- Used outdoor LED sign to announce events and celebrate student birthdays
- Encouraged families to attend events (Fun Run, Art Show, etc.)



R. Grant Graham Elementary:

- SOC family involvement markedly increased through events including the Homecoming Parade, Valentine Dance, Pancake Breakfast, Family Math Night, and Fun Fair
- Used outdoor LED sign to announce events and celebrate student birthdays





GOAL 3

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

Strategy 1 (page 3): Increase School of Choice involvement in the community, folding into fabric of the community.

Avondale GATE:

- Events typically draw good attendance by the Avondale GATE Schools of Choice community as much of the student population resides outside of the Avondale School District. In addition, much of the planning and facilitating of the events is accomplished with parent/guardian volunteers
 - Welcome Back Family Picnic
 - Solar Eclipse Viewing Party
 - Science Expo
 - Wax Museum
 - Band concerts
 - Talent Show
 - Cookies and Canvas
 - NJHS Induction Ceremony
 - Fun Run
 - Art Show
- SIP and Chat with the Principal
- Parent Book Studies
- Parents / guardians on School Improvement Team
- Parent / guardians facilitate or assist with some clubs as Chess Club and Math Pentathlon
- Use outdoor LED sign to announce events





GOAL 3

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

Strategy 1 (page 4): Increase School of Choice involvement in the community, folding into fabric of the community.

Middle School:

- Hosted community events including Hispanic Heritage Celebration, Halls of Halloween, and the Polar Bear Stroll
- Used outdoor LED sign to announce events and achievements

High School:

- Increased efforts to involve Schools of Choice students in clubs and athletics
- Increased opportunities for Community to see the school, students, and curriculum through activities including
 - Hosting County Athletic Director meetings
 - Hosting educators and educational leaders interested in learning about unique AHS programming including the use of SMART Passes, Standards Based Assessing, FAME, and Building Thinking Classrooms
 - Hosting meetings and professional learning for the Oakland ISD
 - Welcoming Teacher Interns and Student Teachers interested in joining the Avondale staff
 - Welcoming the community for Homecoming and Springfest
 - Welcoming alumni to the Hall of Fame Night and providing tours of the building
 - Hosting an enhanced “Job Fair” experience for students and local businesses
 - Hosting the Michigan Association for Gifted Children Conference
- Used outdoor LED sign to announce events and achievements



GOAL 3

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. Intentional strategies to reverse decades of external perceptions of the district.

Deerfield Elementary:

- Facebook page showcased activities, events and accomplishments
- Weekly newsletters celebrate student achievement (spelling bees, robotics, Battle of the Books) and provide information about district initiatives
- Outdoor LED sign used to celebrate students' achievements and birthdays
- Monthly recognition of "Fantastic Falcons" shared in newsletters
- Community service projects highlighted students as caring citizens

Woodland Elementary:

- Facebook page showcased activities, events and accomplishments
- Weekly newsletters celebrated students and provided information about school and district initiatives
- Outdoor LED sign used to celebrate students' achievements and birthdays
- Community service projects highlighted students as caring citizens

R. Grant Graham Elementary:

- Principal Coffees provided opportunities to discuss positive movement of R. Grant Graham Elementary and the district overall
- Weekly newsletters provided positive information about the school
- Outdoor LED sign used for announcements and birthdays
- Community service projects highlighted students as caring citizens



GOAL 3

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

Strategy 2 (page 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. Intentional strategies to reverse decades of external perceptions of the district.

Auburn Elementary:

- Collaborative projects with Avondale High School students provided a positive connection for students
- Service learning opportunities highlighted the students as caring citizens
- Activities and events scheduled for directly after school to Increase community participation
- Weekly newsletters highlighted engaging learning throughout the building and provided information about school and district events



Avondale GATE:

- Used outdoor LED sign to announce events and achievements
- Involved parents / guardians in School Improvement meetings
- Shared school initiatives, announcements, student achievements, and useful information in weekly newsletters
- Shared positive information during Principal SIP and Chats
- Hosted information meetings about opportunities at Avondale High School for accelerated learners



GOAL 3

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

Strategy 2 (page 3): 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. Intentional strategies to reverse decades of external perceptions of the district.

Middle School:

- Hosted two elementary parent information sessions
- Hosted multiple, well-attended 5-6 transition events
- Worked with AHS SWARM staff to connect with at-risk students.
- Used chalk talk around vision to capture all voices
- Surveyed staff around Building Culture and Climate to capture voices and inform decision making
- Implemented No Place for Hate
- Weekly newsletters shared positive information, announcements of upcoming events, and celebrations of student achievement
- Weekly staff communications shared positive information and celebrations
- Outdoor LED sign displayed announcements and recognitions

High School:

- Outdoor LED sign displayed announcements and recognitions
- Newsletter sent to parents and guardians containing announcements and student achievements
- Hosted events throughout the buildings and grounds that were attended by families in elementary through high school



GOAL 3

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

Strategy 2 (page 4): 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. Intentional strategies to reverse decades of external perceptions of the district.

Districtwide:

- Weekly Avondale ENews sent to all families and staff members containing schedule of events, student and staff achievements, and special announcements
- Curriculum Newsletters sent to all staff and shared with parents and guardians communicated our commitment to highly effective instruction, innovation

Special Services:

- Increased opportunities for Friends of Different learners to come together as a community group to support our students with special needs





GOAL 3

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

Strategy 3: Enhance the decor of our schools with a more welcoming feel and welcoming staff demeanor.

Districtwide:

- All buildings display a large backlit Avondale "A" logo that can be easily seen from roadways and helps brand our buildings
- All buildings were outfitted with a brand new LED board out front that allows for full color display of content that can be easily modified by both building level and district level staff





GOAL 3

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

Strategy 3 (page 2): Enhance the decor of our schools with a more welcoming feel and welcoming staff demeanor.

Elementary:

- Decorated classrooms with vivid educational resources, student work, and student artwork
- Greeted colleagues, students, and family members daily, to intentionally build rapport with these groups
- Greeted families at drop-off and pick-up each day (R. Grant Graham Elementary)
- Decorated bulletin boards using themes such as reading and leadership
- Used soft lighting and home-like decor in classrooms

Middle School:

- Staff greeted students at the door as part of Capturing Kids Hearts
- Administrators greeted all students every day at the entrance to the school
- Displayed “RESPECT the HERD” branding
- Displayed “You Belong Here” messaging
- Updated bulletin boards and showcases seasonally
- Posted student work and awards in the hallway
- Added decorative window film to the main office, counseling office, media center and some exterior windows that provides directional signage, as well as a branded, colorful environment that helps build a sense of Avondale pride



GOAL 3

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

Strategy 3 (page 3): Enhance the decor of our schools with a more welcoming feel and welcoming staff demeanor.

High School:

- Added directional signage throughout the high school to direct traffic
- Added wall wraps to Main Street and the D hallway that capture student diversity and celebrates the Arts, athletics, and academics





GOAL 3

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

Strategy 4: Implement a district-wide staff professional development series that assists teacher with classroom management techniques that is inclusive of a book study (*Conscious Classroom Management*), Restorative Practices, and Behavior De-escalation strategies.

Districtwide:

- Staff participated in the *Conscious Classroom Management* book study
- Staff participated in Restorative Justice practices training
- Staff participated in Nonviolent De-Escalation strategies sessions
- Staff participated in CPI training



GOAL 3

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

Strategy 5: Continued planning for the retaining, as well as, attraction of staff through means of compensation and non-compensation initiatives.

Districtwide:

- Made heavy investment of general fund dollars into compensation over the last 3 years, resulting in multiple step increases for all groups, enhancements to salary schedules, longevity and paid leave
- Began offering a health and wellness benefit through JOON for employees to be reimbursed for health and wellness related activities
- Provided all staff Part 1 of CPI Professional Development and Professional Development pertaining to Restorative Practices in an effort to decrease the need for staff to devote a large percentage of their time addressing behavior concerns and to increase their time devoted to instruction
- Currently negotiating and striving to come to an agreement which will help us hire teachers in our critical areas such as Special Education, SLP, and Social Workers



GOAL 3

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

Strategy 6: Continued efforts to engage Avondale alumni in activities related to community-building and involvement in decision-making.

Districtwide:

- Continued to engage alumni in the Avondale Athletic Hall of Fame events, involving current athletes, cheerleaders, and band members in the celebration
- Provided tours of the high school for alumni around Homecoming and the Hall of Fame Induction Ceremony (A Walk Down Memory Lane)
- Invited the Class of 1983 to participate in the Homecoming Parade - which they did (have extended the invitation to other classes since)
- Members of the Class of 2024 and alumni of Auburn Elementary, Deerfield Elementary, R. Grant Graham Elementary, and Woodland Elementary visited their home schools and former teacher during the annual “Senior Walk”





GOAL 3

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

Strategy 6 (page 2): Continued efforts to engage Avondale alumni in activities related to community-building and involvement in decision-making.

Woodland Elementary:

- Hosted a 25th Anniversary celebration of the school in September of 2023
- Welcomed more than 300 current and former Woodland Elementary staff, students, and families
- Displayed memorabilia around the building including items from the Woodland Time Capsule buried 25 prior
- Advertised to the whole community including mailings to former staff members

High School:

- Scholarships endowed by Avondale High School alumni totaling \$10,000 include the Avondale Excellence Scholarship, the Avondale Dream Scholarship, The Talon Dawson Memorial Scholarship, and the Athletic Hall of Fame Scholarship

