

# Superintendent Evaluation



**MASB**  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

Superintendent Evaluation Amended Fall 2019

## Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth data and requires certain additional factors. MASB is pleased to provide this superintendent evaluation instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

## Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders*, which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

## Requirements, Process, Timeline and Resources

Elements that are required in the Revised School Code appear in **red** in the evaluation instrument. Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

## Scoring

MASB recommends scoring on the rubric be limited to whole numbers (i.e., 2, 3, etc.); ratings of half numbers may be used if necessary (i.e., 2.5, 3.5, etc.). Scoring in lesser increments undermine the reliability of the evaluation instrument.

## Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument to be used for the superintendent beginning in 2016-2017. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

## Posting Requirements

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument's posting requirements, please visit [www.masb.org/postingrequirements](http://www.masb.org/postingrequirements).

## Who to Contact

### Topic

Superintendent Evaluation

Training on Superintendent Evaluation

Legal Questions

Facilitated Evaluation

### Contact

[search@masb.org](mailto:search@masb.org) or 517.327.5928

[leadershipservices@masb.org](mailto:leadershipservices@masb.org) or 517.327.5904

[legal@masb.org](mailto:legal@masb.org) or 517.327.5929

[leadershipservices@masb.org](mailto:leadershipservices@masb.org) or 517.327.5904

## Table of Contents

A. Governance & Board Relations	4
B. Community Relations	6
C. Staff Relations	8
D. Business & Finance	10
E. Instructional Leadership	12
F. Determining the Professional Practice Rating	15
G. Other Required Components of Evaluation	16
Student Growth	16
Progress Toward District-Wide Goals	16
H. Compiling the Summative Evaluation Score	17
Appendix A – <i>Research Base</i>	18
Appendix B – <i>Process for Completing Year-End Evaluation for Superintendent</i>	19
Appendix C – <i>Conducting the Formal Evaluation and Conference</i>	20
Appendix D – <i>Considerations Related to the Closed Meeting Exception</i>	21
Appendix E – <i>Possible Timelines for Evaluation of the Superintendent</i>	22
Appendix F – <i>Establishing Performance Goals for the Superintendent</i>	23
Appendix G – <i>Evidence</i>	24
Appendix H – <i>Possible Evidence of Performance</i>	25
Appendix I – <i>Contingencies</i>	27
Appendix J – <i>Student Growth</i>	28
Appendix K – <i>Developing an Individual Development Plan for the Superintendent</i>	29
Appendix L – <i>Training</i>	30
Authors	31





## A. Governance & Board Relations

Weight: 10%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	<b>Policy involvement</b> Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	4
A2	<b>Goal development</b> Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	4
A3	<b>Information</b> Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	4
A4	<b>Materials and background</b> Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	4
A5	<b>Board questions</b> Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	4
A6	<b>Board development</b> Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all board members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	4
Category rating:						4
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Meeting agendas/minutes</li> <li>• Board packets</li> <li>• Board development materials</li> <li>• Memos/communications</li> <li>• Board policies/policy book</li> <li>• Retreat agendas/minutes</li> <li>• Board development plan</li> <li>• Communication protocols</li> <li>• Policy review calendar</li> </ul>						

### A. Governance & Board Relations – continued

**Weight: 10%**

If a performance goal has been established related to one of the performance indicators above, write it below:

If a performance goal has been established related to one of the performance indicators above, write it below:	
Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:



## B. Community Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	<b>Parent feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	3
B2	<b>Communication with community</b> Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Develops and ensures implementation of a community communication plan that fosters positive relations.	3
B3	<b>Community feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals.	4
B4	<b>Media relations</b> Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	4
B5	<b>District image</b> Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	4
B6	<b>Approachability</b> Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	4
Category rating:						3.66666667
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> • Third party survey data    • School accreditation survey data    • Meeting invitations, agendas    • Press releases    • Community meeting agendas • News clips/interviews    • Community engagement calendar    • Strategic planning agenda(s)    • Communications    • Service club membership(s)						

## B. Community Relations – continued

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## C. Staff Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	<b>Staff feedback</b> (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	3.5
C2	<b>Staff communications</b> Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	3
C3	<b>Personnel matters</b> Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	4
C4	<b>Delegation of duties</b> Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	4
C5	<b>Recruitment</b> Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	4
C6	<b>Labor relations (Bargaining)</b> Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	4



### C. Staff Relations – continued

**Weight: 20%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C7	Visibility in district Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and special activities.	Conducts regular and purposeful visits to buildings and classrooms. Consistently attends special activities.	3.5
	Category rating:					3.71428571
	Artifacts that <u>may</u> serve as evidence of performance in this domain: • Third-party survey data   • School accreditation survey data   • Hiring process documentation   • Personnel policies and procedures   • Recruitment calendar • Staff leadership development plan   • Negotiations documentation   • School visit calendar   • Communications   • Staff meeting agendas/minutes					

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:



## D. Business & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	<b>Budget development and management</b> Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	4
D2	<b>Budget reports</b> Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	4
D3	<b>Financial controls</b> Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	4
D4	<b>Facility management</b> Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	4
D5	<b>Resource allocation</b> Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	4
Category rating:						4
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>Strategic plan</li> <li>Election results that impact funding or facilities</li> <li>Policies/procedures related to fund management</li> <li>Auditor's report</li> <li>District budget</li> <li>Evidence of budgetary alignment to district-wide goals</li> <li>Long-term financial forecast data</li> <li>Budget-related communications</li> <li>Grants received/applied for</li> <li>Facilities maintenance plan</li> <li>Facilities management plan</li> </ul>						

#### D. Business & Finance – continued

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:



## E. Instructional Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b> Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	4
E2	<b>Building-Level Leadership</b> Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Principals are provided defined autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	4
E3	<b>Staff development</b> Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	4
E4	<b>School Improvement</b> Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	4
E5	<b>Curriculum</b> Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	3.5
E6	<b>Instruction</b> Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	3
E7	<b>Student feedback</b> Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district-wide goal development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making.	4

## E. Instructional Leadership - continued

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E8	<b>Student attendance</b> Professional Standards for Educational Leaders: 5	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	3
E9	<b>Support for Students</b> Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	4
E10	<b>Professional knowledge</b> Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	4
Category rating:						3.75

### Artifacts that may serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Strategic plan/district-wide goals
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- Documentation of instructional rounds
- Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:



Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

--

Comments by Board of Education:	Comments by the Superintendent:
---------------------------------	---------------------------------

--	--





## F. Determining the Professional Practice Rating

Superintendent name: \_\_\_\_\_

School year: \_\_\_\_\_

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	10% (.10)	4 x 10%	= 0.4
B. Community Relations	20% (.20)	3.666666667 x 20%	= 0.733333333
C. Staff Relations	20% (.20)	3.714285714 x 20%	= 0.742857143
D. Business & Finance	20% (.20)	4 x 20%	= 0.8
E. Instructional Leadership	30% (.3)	3.75 x 30%	= 1.125
Total Possible	100%	Score:	3.801190476
		Adjusted (Score / 4) =	95%



## G. Other Required Components of Evaluation

Superintendent name: \_\_\_\_\_

School year: \_\_\_\_\_

### Student Growth

**Weight: 40%**

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations that incorporates the most recent three consecutive years of student growth data. NOTE: Beginning in 2018-19 and moving forward, 50% of student growth must be based on state assessment data (from subject areas and grades administered).

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	4
	Growth:					
	Evidence:	District Growth Model				
		Component score:				4

\* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

### Progress Toward District-Wide Goals

**Weight: 20%**

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
G 2.1.a	Foster a school support system that prioritizes <i>academic gaps</i> .	Resources and measurements that support closing the academic gaps are identified and may/may not be disconnected to one another.	Implement an assessment system identifying the effect of such things as curriculum pacing, interventions, accommodations and gap identification that is complete in some areas of the district, but not all.	Implement an assessment system identifying the effect of such things as curriculum pacing, interventions, accommodations and gap identification that is complete throughout the District or with minimal, explainable exceptions.	Quantitative and qualitative evidence of a rich and connected, closed loop system that continually informs instructional decision making.	3
	Progress:					



	Evidence:	
--	-----------	--

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
G 2.1.b	Foster a school support system that prioritizes <i>social-emotional</i> gaps.	No or minimal planning has been started to support the identification and remediation of social-emotional gaps.	Planning, resource identification and/or training has been started to support the identification and remediation of social-emotional gaps.	Program planning is complete and introduced to staff and students district wide that supports the identification and remediation of social-emotional gaps.	Programs that support the identification of social-emotional gaps are now being used regularly and appropriately.	3
	Progress:					
	Evidence:					

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
G 2.2	Intentionally create and monitor a culture of community within the district/schools.	No progress toward community or stakeholder engagement has been demonstrated.	Progress on some initiatives are demonstrated or initiative work is showing sporadic or inconsistent results.	Progress is made on several or many initiatives that demonstrate regular stakeholder engagement or involvement.	Initiatives are in place that are systemic or ongoing and are likely to produce tangible or long lasting impacts on the culture.	3.5
	Progress:					
	Evidence:					

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
G 2.3	Increase support of Avondale's diversity through access, equity and inclusion.	Diversity, access and inclusion programs remain as status quo or have regressed.	Planning for initiative execution is underway with minimal or no program execution.	Initiatives have been vetted by stakeholders, buy-in has been garnered and initiatives are either active or nearly moved to completion.	Initiatives are in place, showing tangible, lasting impacts and functioning district wide that address bias, equity and inclusion.	3
	Progress:					

	Evidence:
--	-----------

	Component score:	3.125
--	------------------	-------





## H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, p. 14)	40% (.40)	3.801190476 x 40%	= 1.52047619
Student Growth (Component score, p. 15)	40% (.40)	4 x 40%	= 1.6
Progress Toward District-Wide Goals (Component score, p. 15)	20% (.20)	3.125 x 20%	= 0.625
Total Possible	100%	Total Score:	3.74547619
		Total Score / 4 =	94%

Evaluation rating as follows: 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

Great job this year with all the challenges this school year faced. The highly effective rating is well deserved! The Board had discussions around continuing to improve in the areas of instruction, curriculum and attendance. All three of these areas were still rated effective. As the Board sets priority goals for the 2022-2023 school year we'll look to incorporate strategies in these areas and others. Thank you for all you do for Avondale!

Board President's Signature: 

Date: 06/20/22

Superintendent's Signature: 

Date: 6-20-22

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)



## 2021-22 Superintendent Evaluation

### Narrative: Governance & Board Relations

As a team, the Avondale School Board continues to operate as a high functioning team, despite changes to the membership of the Board. During the 2021-22 School year, our key governance and Board Relations activities were focused:

**Procedural and professional development enhancements (4)**– We undertook activities to continue to strengthen dynamics within our Board Leadership team as well as strengthening Board connections to district staff.

NEOLA Updates – We continue to evaluate our fall and spring NEOLA updates, updating policies and associated Board Operations/Bylaws, being proactive in such policies related to COVID prevention, Title IX, Federal ESSER and COVID expenditures, and Anti-Discrimination.

Administrative guidelines were updated to reflect changes in policies. Additionally, we provided a Board member orientation workshop to begin to acquaint new board members and new Board Student representative with processes and procedures. We also reviewed and approved a new Board Leadership Code.

The Board has developed goal priorities (list the priorities), reinforcing key initiatives from within the strategic plan as well as prioritizing key operational objectives, guided through a workshop and subsequent Board work on strategies and measurements. Those goals functioned as major concentrations for this school year, thus directing resources to focus areas.

Book Studies- We have continued with Board Book studies to educate and acquaint the Leadership Team with discussions the administrative team and organization are embarking on. This year, we read 'Biased' by Jennifer Eberhardt which provided testimonials aimed at bringing to the surface bias within our systems and ways of life. This has followed with a book, 'Powerful Partnerships' by Karen Harp ,et al., which is being read and discussed by our administrative group, emphasizing strategies within our Board Priority Goals.

Board Student Representative- This year we added a student representative to the Board position that functions essentially as a non-voting Board member. The student representative functions as a liaison from the high school student body, adding student perspectives to Board discussions. The student representative also elicits topics for discussion on the Board agenda that are prioritized by the student body (example: student mental health).

**Continual board members communication (4)** – Board members have been kept abreast of information regularly through communications spanning from Board packets to Staff Notes to

Strategic Plan and Student Growth/Test Score reviews to communications on individual issues/solutions. Board materials contain comprehensive materials relating to issues and reports at hand. Board members receive information with detail to facilitate decision-making and discussion, from student data to inform on suspension recommendations, references to policy and practice, as well as comparison data. This year, communications also contained continued COVID -related information from Health Department guidelines and orders, state guidance, weekly county COVID statistics, and well as Legislative Updates. As Board members have questions, information is researched and responded to expeditiously.

**Board development opportunities (4)** – We encourage and support board member development providing them access to classes and workshops. Key initiatives:

*“Biased”* Board Workshop Series: - We have included Board workshops that focus on continued strategies to assist in creating greater equity and inclusion in the school district, through a Book Study on *“Biased”*, from which action plans have resulted in increasing introspection and reflection on creating greater equity and inclusion opportunities in the district. In addition, the series, also attended by administrators resulted in a follow up book study on *“Powerful Partnerships”*, leading to goals and strategy formations for the 2022-23 school year.

Priority Goal Workshop - A Board workshop also was had that focused on the creation of priority goals for next school year.

Teacher & Staff Retention - The Board had become active in the formation of a subcommittee to focus on Teacher Retention, thus further assisting building connections between Board and staff, strategizing ways to help increase as well as recruit teachers 2 years ago. The strategies have entered negotiations within bargaining units to create greater opportunity for Teacher/Employee Leadership that we can sustain and thus assist in attracting and retaining as new contracts have been negotiated. Our PLC Leads positions as well as positioning ourselves for compensation increases and retroactive steps are an example that has come from the Teacher Retention Committee.

Communication tool: The Board, in addition, has members that have served in various committees within the district, such as the District Improvement Team and its subcommittees, Strategic Planning, Branding & Marketing, Facility Contract Committees, Policy Subcommittee.

MASB and OCSBA meetings and conferences - Board members also are availed opportunities to attend MASB as well as OCSBA meetings and conferences.

**Board Materials and Background (4)**- The Board meeting materials regularly have adequate information and background information pertaining to actions and discussion items. Communications given through Board packets, disciplinary information, Board

Updates, and emails, give reference to policies, past practices, other district policies/practices, and county comparisons.

**Board Information (4)**- Board members are informed with appropriate, regular communications through use of Board packets, Board Updates, Staff Notes, Emails, Book Studies (this year-*Biased*), 2025 Strategic Plan updates and review, test scores and student growth, state report card information, culture and climate survey results, community survey information, accreditation visit results, PD opportunities, etc.

**Board Questions (4)**- Board questions are answered thoroughly and quickly through various forms of communications. Investigations and research of needed information to inform on questions are given priority and responded as quickly as possible.

I believe we continue to be on a solid trajectory as a Board Leadership team, with sound chemistry and common focus, despite a challenging political and polarizing opinionated environment. I believe us to be quite a productive Leadership Team that takes very seriously, its role and responsibility to the students and community. I am thankful for our recent concentrations of focus, particularly on equity and inclusion reflections and discussions. I look forward to growing toward our Board Priority Goals as we work to systematize our goal efforts of creating efficient data portraits (academic and socio-emotional) as well as our efforts in creating greater understanding and building of instructional strengths through the lens of diversity, equity, and inclusion throughout the next school year.

## 2021-22 Superintendent Evaluation

### Narrative: Business & Finance

Business and Finance operations are key to commanding the right resources to the right initiatives at the right time. In addition, the budgeting process is intricately planned to balance an optimization of program growth, providing adequate support to schools, and being competitive with staff compensation.

**Budget Development and Management (4)-** Budget actions are proactive in planning for short- and long-range objectives. Balancing the growth of programs, providing supports, and being competitive with staff compensation are our major objectives. In addition to these tangibles, we also balance the needs of facility upgrades and consumable and non-consumable purchases and upgrades.

We continue with growth of planning in programs such as Project Lead the Way at the high school and middle school, expanding into career development activities for K-12 under leadership of a new Career Education Coordinator, and continuing implementation of a Biomedical sequence of study at AHS.

We have grown our Gifted/Talented programming completing grades 2-8, having successfully moved the program to Meadows and instituting the program as its own school. Curriculum expansions include utilization of MSU's GATE curriculum, addition of a STEM instructor, as well as Spanish. An Avondale Accelerated Pathway has been created for matriculating GATE and gifted students at AHS, focused on a personalized plan, gifted trained teachers and appointment of a GATE-specific counselor at the high school. Our current class of Gate 8<sup>th</sup> graders will be the charter class in the Accelerated Pathway in the fall.

We have continued implementation of the FOSS science kits, post-pandemic, at elementary this year, with a life science unit to be implemented in 2022-23. We are investigating with PLTW to add a Life Science and STEM unit to grade level science instruction for 2022-23.

We continue to re-grow PBL fluency and overall involvement in district instruction, as we have come back from remote learning and have settled back into routines of in-seat instruction. We continue to expand the number of teachers receiving comprehensive training and coaching of colleagues.

Our high school visioning process involving a wide array of teachers has continued in planning a collaborative teaching model for gradual implementation over a 5-year span. The first phase of this model included a required 9<sup>th</sup> grade mentoring course (9<sup>th</sup> Grade Transitions) that went into place the fall of 2019-20. We have settled on scheduling options for students moving forward, with potential alternative block format and



infusion of “Yellow Jacket Time” at the high school. We are also continuing with expansion of cross-curricular instructional methods as well as studies of student career portfolios moving forward within the framework of the new proposed schedule.

We continue to add supports for schools to assist with student needs pertaining to academic interventions, behavior supports, safety and security supports, special education and ELL supports. These supports will increase in number and be deployed based on need. Federal ESSER and state supplemental monies have created opportunities to add much needed academic and mental health supports as we begin the 2022-23 school year. Each school has created an expenditure plan based on a needs assessment to help address academic and mental health needs. We have also planned another rigorous and expansive summer school program for all levels and critical subgroups to help address learning loss from the year of COVID learning. Furthermore, we have opened a full-service Community Health Clinic at AHS, offering a full-range of medical and mental health services to students, families, and staff. Additional safety and security supports have been added through Safe Ed as well as implementation of our Raptor background check system in each school. All secure vestibules in buildings have reached completion.

A Staff Mentoring Program (called *Impact*) had been implemented in the fall of 2019-20 after being planned by a cohort of teachers and administration over the previous 18 months ushering in a new formalized systemic new teacher induction and support program that involves additional professional development opportunities and peer mentoring designed specifically for new teachers entering the profession. This program has undergone several revisions to fine-tune the content and efficiencies of networking.

We continue to recruit and add share-time school partners, most recently De La Salle Catholic, bringing us to servicing 19 schools in our share-time program. In addition, we anticipate increasing our enrollments of online students through Diploma & Careers Institute to over 500 students for 2022-23. Both of these initiatives make it possible to achieve our budgetary objectives to continue in funding initiatives and compensation to propel us in becoming the *Destination school district*.

With the addition of more share-time partners as well as the new partnership with DCI, we are able to continue growth of programming, supports, and compensation, while also protecting and even increasing fund balance.

Our initiatives to drive supplemental income, as well as cost containment initiatives, coupled with conservative contractual agreements over the last 10 years, in addition to recent offsets to general fund dollars with COVID and ESSER dollars, and state increases in student foundation, has all led to assisting us to having a healthy fund balance that is nearing 20%.

**Budget Reports (3)**—Reports are made to the Board and community relating to financial status of general budget, Bond issue budgets and progress, Bond sales, as well as to Sinking fund projects and expenditures.

We have instituted individual cost-center budgets to be distributed on a monthly basis to buildings with discretionary balances for a more site-based approach to budgeting, reporting, and monitoring.

**Financial Controls-(4)** Our financial controls processes promote proactive reconciliation of accounts through internal controls and third-party audits.

We hold third party audits (Yeo & Yeo) on our budgets annually.

We utilize enforcement of our Business Office Procedural Manual which include the handling of cash and financial tracking of groups and their financial activities. We have internal controls that regulate purchasing, payroll, grant expenditure parameters, and the adherence to federal EDGAR protocols.

We have implemented many changes to our reporting and communication processes by leveraging upgraded software in our business and human resource offices. We have also refined our internal processes to generate more efficiencies in our daily operations. These improvements have allowed us to consolidate some of our administrative team.

Our administrative staff overseeing our Busy Bee and Early Learning Center programs has been consolidated from one early learning center director, one busy bee director and one busy bee assistant to include only one director overseeing both programs and one busy bee coordinator. These two programs have been upgraded to use a ProCare software that handles all of the billing, invoicing, payments and registration. We have also consolidated facilities rental responsibilities from our former (retired) busy bee director to our district accountant. This has reduced the workload required by our previous administrative structure.

Our business office is currently implementing electronic timecards for all hourly employees. This will save hours of additional work that would ordinarily be spent alphabetizing, organizing, double checking and inputting paper time cards into our accounting software. Our human resource office has implemented many new onboarding strategies to streamline the process and simplify the amount of paperwork needed. Both offices continue to leverage the power of computer software to automate and streamline processes. Through these streamlined processes, our business and human resource offices have been able to collaborate and dedicate time from our payroll accountant to support the human resource office with benefits related tasks to accommodate the increase in workload the human resource office has experienced since the start of the pandemic.

Through these consolidations in administration, we have been able to compensate some staff more while reducing our overall costs as a district. This helps with the retention of current staff members, while also benefiting the district by reducing our expenditures where appropriate and feasible.

**Facility Management (4)-** A facilities management plan is key to maintaining and upgrading facilities to optimize the learning environment for current and growth of programming.

We have a facilities management plan to address roofs and paving schedules utilizing Sinking funds through 2026. In addition, we have added the construction of the high school Health Clinic within our sinking fund allocation for 2021-22.

Our current Bond issue is addressing needs of secure entryways, upgrades in technology across the district, busses, media center renovations, and infrastructure upgrades such as boilers, electrical (lighting), safety and security (cameras), locker room upgrades, freight elevator, and electrical upgrades. We are continuing discussions on needs pertaining to the next bond scheduled for 2025. Our Asst. Supt. Of Finance has made it a goal this year to be in schools learning the aspects of each of our facilities, their history of specific upgrades, and assessing current needs.

**Resource allocation (4)-** Resources are distributed based largely on district goals and priorities, in addition to pressing needs as they arise (such as added supports).

We plan for resource allocations with curriculum initiatives and renewals. We also plan for future resource allocations with ventures on the horizon such as additional courses within the Biomedical programming at the high school, Accelerated Pathway program that includes additional AP coursework, 1:1 technology, upgrading curriculums such as new literacy and social studies curriculums, next module of life science, 5<sup>th</sup> grade band (elementary), , additional resources needed as our Gifted/Talented program expands to new grade levels, such as concert band and adding new middle school core sections. In addition, we have allocation/expenditure plans for our federal ESSER dollars, supplemental state equalization dollars, and CARES dollars, prioritizing remediation, intervention, and mental health servicing. Each school received an ESSER allotment based on an at-risk allocation formula to spend at building administration discretion to add to services and materials for students.

We plan for resource expenditures through expansion of academic and mental health supports, provided primarily through federal ESSER dollars, expanding upon student intervention programs such as our K-3 reading interventions, extending remedial, enrichment, and tutorial opportunities such as rigorous summer, as well as increased services to support mental health needs. Furthermore, we have continued planning in support of sustaining 1:1 technology and connectivity needs.

We also plan for resource allocations to support our most severe student needs, increasing supports to special education, ELL learners, behavioral supports, as well as attend to safety and security additions such as Raptor and Safe Ed.

We are currently looking at future planning of a bond in 2025, as well as a sinking fund renewal and Headlee Rollback millage renewal in 2026, We are also placing placeholders in the budget for future curriculum renewals as we move forward. As we progress within the implementation of Avondale 2025, it will be imperative to create placeholders in both the operational budget as well as the bond to accommodate the strategies and action plans.

## 2021-22 Superintendent Evaluation

### Narrative: Staff Relations

Staff relationships and securing employee input are also integral elements leading to major decision-making as well as providing valuable information on current programming and operations.

**Staff Feedback (4)-** We continue to seek staff input and encourage involvement in processes to inform decision-making, particularly in setting and supporting district –wide goals.

High school staff continue to be involved in High School Visioning, with a committee investigating the further inclusion and immersion of PBL and cross-curricular opportunities into the high school, investigating collaborative scheduling models and discussing what is priority for Avondale, tailoring to the specific needs of our high school students. We have established a 5- year timeline of implementation of mentoring coursework, bell schedule changes, and PBL requirements (leading to a culminating project in senior year) that began in 2019. There are drafts developed that highlight a new proposed alternate block schedule for the high school that would begin in the 2023-24 school year. Next year will be the year to begin to roll out to community and begin the process piloting. The schedule incorporates “Yellow Jacket Time” that supports social-emotional learning, Xello activities and completion, interventions, and PBL work time toward culminating projects. These are the vital aspects that have been discussed throughout the high school visioning process. There is currently a Training team, an Implementation team, and a Yellow Jacket Advisory Planning team that are working collaboratively to plan and roll-out the new scheduling paradigm that will begin in 23-24.

Staff at schools are involved in efforts specific to increasing positivity in school culture, including the Positivity Projects going into place at Graham, AMS, and AHS. We now have all schools in the district participating with Positivity Project, being one of only a handful in the state. Auburn and Deerfield Elementaries are involved with Jay Marks and his work with Equity and Inclusion and Graham continues to be involved with the Leader in Me program, and has also phased into the Positivity Project. Each school also has a culture and climate committee that will be steeped in Equity and Inclusion best practices. We have continued to work with entire administrative team around best practices in equity and inclusion with our ‘Biased’ and ‘Powerful Partnerships’ book studies that continue to guide us through introspection, reflection, and historical discussions and applying to practical strategies to enhance connections with students and families. This work continues to result in district-wide goals and fine-tuning strategies for focus moving forward into 2022-23.

Staff has been involved in providing input and feedback to our Intercession planning and Fall implementation. They provided invaluable feedback toward its design and subsequently the decision to not continue the opportunity.

Staff are involved in various curriculum revision committees, culture and climate committees, Positivity Project and Leader in Me planning, and school improvement planning. In addition, staff have opportunity to participate in PLC's and Curriculum improvement discussions, particularly leading to the completion of Avondale 2025. There are also curriculum committees studying our next elementary literacy initiatives and social studies resources.

As elements of Avondale 2025, we have embarked on Code of Conduct revisions as well as Grading and Report Card revisions at all levels. Staff is provided input and feedback on those initiatives which has been the focus of our PD days this year. Ultimately, their input and feedback are ultimately what shapes both of those critical revisions.

**Staff Communication (4)-** Communication with district staff takes various forms:

Communication to district staff is critical to recruitment of involvement, showcasing district pride, giving recognition to individuals and teams, and providing transparency of operations. Communication to staff is delivered via weekly E-News, where they can identify all major events each day in the district at a glance. Also, bi-weekly Staff Notes are sent that detail significant goings-on from the week, staff recognitions, and important operational information. Staff also receives regular information on curriculum updates, and Strategic Planning and School Improvement as well as Curriculum updates. Responses to staff inquiries via email or phone responded to within 24-hours.

I would like to schedule continued customer service PD for secretarial and central office personnel as we examine our professional development needs to assist in standardizing our approach to interfacing with community, other staff around the district, and students per our continued branding & marketing initiatives.

**Personnel Matters (4)-** We have established a system that is proactive. Personnel policies and matters are discussed at weekly Cabinet meetings.

Recruitment and Hiring protocols have been revised with the promotion of Sharon Hyde to HR Director in 2020, with specific hiring packets being created for each of the employee groups. Sharon and Heather have been diligent in refining the division of responsibilities in the HR Office to Sharon handling all certificated staff onboarding and staff management, while Heather handles all non-certificated staff onboarding and staff management. Together, they have worked to streamline processes and procedures relative to hiring protocols, medical leave protocols, and benefits, and have scheduled routine reviews of these practices. They have also seamlessly integrated HR protocols

related to COVID with regard to FMLA, contract tracing of staff, and new legal requirements due to the pandemic. Sharon has been diligent in trainings for handling COVID related issues, negotiations, and REP reporting to the state, in addition to the streamlining of processes to onboard share-time staff and learn conduct the proper reporting to the state for funding purposes. This year, we have combined Payroll with a new Benefits Coordinator component that will provide for greater efficiency with handling employee benefits. Kathy Gregory, our Payroll Specialist (.8 FTE) is retiring, and have hired Deanna Nowakowski (1.0 FTE) garnering both responsibilities. This move will garner greater efficiencies with handling employee benefits.

**Delegation of Duties (4)**-Delegation of duties to empower staff and, foster professional growth, leadership, to collectively arrive at decision-making.

Career and Technical Education Reporting, Scheduling, and Budgeting are delegated to Martin Ballard at the high school. Martin is also our point-person for Project Lead the Way, our Engineering curriculum for middle and high school. Career Development is delegated to Deanna Johnson at the Middle School. She handles new reporting requirements for submission of the annual Career Development district plan.

All Title I,II, and III Grant planning and reporting is handled by Maryanne and Coleen. In addition, Maryanne and Coleen are handling all student behavior situations that proceed above the building level. I handle third tier concerns instead of second—adding another layer of discussion and problem-solving.

The new teacher contract brought in building level assessment coordinators which helps take assessment responsibilities off of building and central office administration.

The 3<sup>rd</sup> Grade Reading Legislation, required Reading Intervention Plans, and subsequent data reporting to teachers and parents have been delegated to Sarah Stickney who works closely with Coleen to provide Literacy Coaching and data tracking.

We have delegated work to the high school visioning committee, district improvement team, PLC Leads, and individual curriculum committees to help set the focus and direction of what staff is wanting to create, with budgetary and staffing parameters. Giving ownership to these areas to staff creates buy-in as well as engagement and drive to succeed in the initiative.

We have been careful as we move forward with PBL to have staff own the progression at the pace they are comfortable with while providing opportunities for staff to coach each other along the way. This has a successful movement with much more active and impassioned participation than if it were driven by administration. Staff also, through this process, are motivated to challenge themselves in moving to the next level of PBL and push themselves in challenging their comfort level. This initiative has been folded into the planning of high school visioning, leading to a new schedule in 2023-24.



**Recruitment (4)-** We follow a formal recruitment process for each round of hiring opportunity.

We actively recruit qualified and certified personnel through postings to professional organizations, particularly if specialized, in addition to soliciting for minority candidates.

We also participate in major recruitment fairs at Wayne State University, Michigan State University, Oakland University, Oakland Schools, and through individual marketing and networking. We have established a new partnership with Wayne State University to provide intern students and student teachers from diverse backgrounds. This has resulted in securing many minorities in student teaching and field placements over the year.

We also work with specialized departments within universities to identify and recruit potential candidates in hard to fill areas, such as special education, ELL, foreign language, and CTE (ahead of job fairs).

We had instituted a Teacher Retention Committee in past years consisting of elementary and secondary teachers along with administration and Board to identify some key areas by which we can strategize and plan incentives to retain current staff as well as recruit new staff. We are utilizing those strategies within our recruitment and negotiations with new contract language (opportunities such as PLC Leads, stipend to staff who bring their child to Avondale, etc.)

**Labor Relations (4)-** We continued with Interest-Based Bargaining in our teacher's negotiations process through last summer into fall with a salary reopener, to assist in collective problem-solving, the building of trust, and showcasing transparency of information. We have just completed the wage reopener process that covers the last 2 years of the contract (through 2024).

I meet with bargaining unit officers/president every two to four weeks depending on the unit and the amount of discussion needed. We discuss staff issues, budgeting, logistics, scheduling, clarification of interpretation of contract language, staff needs and perceptions/rumors.

We held formal wage reopener negotiations with 6 units over the course of this winter (teacher, secretary, administrator, non-rep, paraprofessionals, bus drivers), all with successful outcomes of multiple year wage agreements with compensation increases embedded in each. We have successfully negotiated a substantial increase for all units while preserving the cap for healthy fund balance.

We are planning to create a Teacher Continuing Contract Committee comprised of union and district leadership, spanning all buildings that meets every other month to discuss any issues and involve collective problem-solving (expanding on the topics/discussions that the President and I meet on bi-weekly).

**Visibility in the District (4)-** Purposeful visits to buildings, classrooms, and events are priority

Being visible at events 3-5 nights a week, attending a variety of events from academic, to athletic, to fine arts is critical to establishing sound relationships with staff. Also, I am involved with many Curriculum committees, High School Visioning committee, Teacher Retention committee, union-based committees, and advisory committees where I meet and interface with staff. I also attend individual classroom special events, project and presentation showcases, reading to students, and assemblies/student performances during the school day as fits my schedule. I maintain an open-door policy with regard to staff for drop-ins for when issues and questions arise. I also make it a priority to return emails and phone calls within a 24-hour period and am responsive to concerns and inquiries timely.

One of the perpetual challenges with my schedule is getting away from being in continual problem-solving mode into schools on a consistent level of frequency on an informal basis. That is a continual work in progress that is improving as Cabinet becomes more settled in their positions.

## 2021-22 Superintendent Evaluation

### Narrative: Instructional Leadership

Instructional direction, in terms of curriculum renewals, additions, and engaging methodologies, is the heart of what we exist to do. Continual movement toward instilling best practices and creating opportunities for students to explore their interests is the priority (further- instructing them in a manner where students are engaged and can identify with relevance).

**Performance Evaluation System (4)-** A rigorous performance evaluation system is in place for administrators and teachers (Standard for Success and 5Dimensions).

We are now in our 7th year of the state-required system/tool for evaluation for teachers and the 5th year with administrators (Standard for Success). Trainings on inter-rater reliability have brought administrators to greater consistency in scoring with each other. We are in process of scheduling additional sessions. Protocols for reporting, numbers of observations, and timelines are also consistent between buildings. New administrators (Jason) have attended trainings to learn and implement the tool.

New teachers, likewise, have received training and coaching on the tool through the year. In the fall of 2019, we began our new IMPACT program, a new teacher mentoring program that pairs a tenured teacher in the same certification and grade level/department with a new teacher. There are scheduled topics for PD pertinent to new teachers each month in addition to guidance by their mentor for their first 3 years.

Administrators have received training in the new Standard for Success tool (formerly STAGES), as their formats have changed. This is the tool through which the administrators are evaluated. This year, evaluations have resumed back to “normal” from the previous 2 COVID years, now predicated on 40% student growth, comprising 20% from internal growth assessments (NWEA), and 20% state assessments (M-Step/MME, SAT).

**Staff Development (4)-** Staff development programs are individualized and targeted toward district-specific goals and are sustained to increase student achievement.

The philosophy behind staff development is one that is organic and teacher-driven. We have moved to more of a menu-based format for staff where there is choice in professional development that fits interest and ability level. Topics included work around Grading and Report Cards, and Code of Conduct revisions, in addition to work on trauma -informed instruction, anti-bias work, and socio-emotional health.

We have instilled models of teachers teaching teachers, with the establishment of PLC instructional leads covering all subjects and grade levels. We capture the needs of the district meshed with teacher interest in the design of PD. This year’s focus was on

equitable grading practices and report card designs for the purposes of PLC Leads. Buildings continued with school level planning with character education through Positivity Project and Leader in Me.

Teacher Labs have taken a new dimension with the creation of PLC (Professional Learning Community) Leads used for the first time on the ground this year. We have created supplemental positions for those interested in teacher leadership, by grade level and department throughout the district. These Leads are charged with creating and conducting PD for their respective areas. Guidance for planning as well as training for PLC Leads came from the Curriculum Dept. to ensure consistency of instruction and implementation across the district.

This year, we were fortunate to have Oakland Schools continue to offer intensive literacy training, Literacy Essentials- Oakland (LEO) in which we had 1 released staff member serve as our LEO representative, being trained through the year and in-kind, training our early elementary staff in best practice methodologies.

All of our schools had intensive professional development on the Positivity Project this year, continuing to instill a consistent school character education program. The high school and R. Grant Graham Elementary were last added to our cadre of schools to make us one of a single-digit number of districts in the state who are district-wide Positivity Project trained and implemented.

Jay Marks, consultant on culture/climate, has worked steadily with Auburn and Deerfield Elementaries during their PLC times through the year to enhance a flexible mindset to positively influence staff and student climate, adding to our discussions on diversity, equity, and inclusion from the standpoint of implicit bias.

Likewise, we have worked with all of administrators on district wide goal setting stemming from continued book studies regarding racial equity. This year, we read “Biased” and “Powerful Partnerships” and are creating action plans from our learnings and discussions. Likewise, the Board of Education was instructed through a similar discussion and books study.

We have hosted a variety of intensive professional development sessions for teachers. You can view the 2021-22 PD website for a summary at: <https://sites.google.com/avondaleschools.org/avondaledppd2021-22/dppdscech-information>

On this site is summary information pertaining to PLC’s, job-embedded learning, mentoring, workshops, and instructional coaching and all of the dates such professional development took place over the year.

Professional development also occurred with Kristin Bowl leading sessions on informing instruction with data, spearheading data dialogues with departments and grade levels

across the district, continuing the development of a systematic approach to data analysis and strategizing.

**School Improvement (4)**- School improvement plans are in place in all schools and align to district goals. In addition, systems are in place to monitor, provide for feedback and reflection, and strategize for improvement.

School improvement reports and planning align to the district goals, priority goals, and overall Strategic Plan.

Our last AdvancEd Accreditation Visit occurred in March 2019 which validated progress of the district from its prior visit in April 2014, noting overall improvements in the measured areas of Leadership, Instruction, and Resource Capacity. Our summative scoring raised from 261/400 to 312/400 over the 5-year period, giving testimony of the focused hard work of staff. Areas of focus moving forward continue to be progress toward systemizing process, procedures, interventions and supports, data dialogues, and instructional methodologies. The feedback on our reporting was a significant source of information leading to directionality within the development of Avondale 2025.

We are now embedding our District Improvement Team goals and actions into MiCIP, the state's new accreditation portal (in place of AdvancEd), which connects our student data to our district goals, with the overarching goals being Avondale 2025, and underlying goals being school-wide goals. This new process makes it easier to connect school goals to the district goals to the Strategic Plan goals, so there is consistent alignment. Student data, then, feeds those goals through the system to better monitor and inform. We are now entirely embedded in the MiCIP system, with the primary driver of each schools' initiatives being tied to the Strategic Plan, with evidence of growth being documented.

Our Strategic Planning process had reached completion with the formulation of 3 goal areas (consolidating from 5 previous goals) updated for relevancy. We had involved stakeholders throughout the organization and community through various committees and feedback groups such as the District Improvement Team and its constituent subcommittees. In all, we have had input and feedback from over 100 individuals in the formation of the new Strategic Plan. The Board approved the plan last August and we have successfully worked through the first year of that plan, concentrating efforts on Code of Conduct revisions and district-wide Grading and Report Card revisions, as well as on efforts within diversity, equity, access, and inclusion. (See Priority Goal summaries for this year's work in this concentration. Also, intensive work was completed in Avondale 2025 in the areas of Equity in Grading as well as in Code of Conduct Revisions that will become implemented in 2022-23).



**Curriculum (4)-** Curriculum is aligned across grade levels and in compliance of state standards.

We have continued to chip away at revising curriculums that have long been in need. This year elementary science was a focus with the continuing of implementation of the FOSS kits. This implementation was the result of a 2-year study of our science committee to integrate the federal standards and investigate best practice. The addition of PLTW life science and engineering units will go into place in 22-23. In addition, our middle school is implementing the new Oakland Schools MiStar modules which is dovetailed into by our elementary kits. They, likewise implemented their second module this year with additional added next year.

K-5 Teachers at all 5 elementary schools are excited to pilot **MICHIGAN STUDIES WEEKLY** next year. This Social Studies resource is aligned to Michigan standards and incorporates ELA standards into each issue. The [Updated Middle School MAISA Units](#) will launch next school year! The SEAB has narrowed the search for new 4th and 5th grade resources to **Puberty: The Wonder Years**. This will be taken to the board for approval in August. New Secondary Coursework has been approved for the 2022-2023 school year: **AP Statistics, Environment & AP Environmental Science, Philosophy, Game Design/Esports, New PLTW Coursework, Spanish Heritage, and Life Skills for Middle School Students, and 5th Grade Band!** GATE has completed a successful pilot for **Big Ideas Math** at the elementary level and will be seeking board approval to adopt the resource.

Project Lead the Way (Engineering and Computer Science) curriculums have been added at the middle school, with 8<sup>th</sup> grade STEM added in 2019-20. Also, we had expanded on our IT and cybersecurity programming at the HS in 2019-20. In 2020-21, we added a Biomedical program, implementing a first course in a sequence, growing our offerings of technical, in-demand coursework and certifications. We have continued with that sequencing in 2021-22. We are also adding a Firefighter and Police Cadet program at the high school in 2022-23 in partnership with the Auburn Hills Fire Dept. and Schoolcraft College as an extension of our Early College programming.

Career Development has grown in 21-22 with EDP's being completed at every grade level this year and the Career Development Team has implemented "Careers in a Box" for next year. Careers in a box currently contains one pre-packaged lesson in each of the 6 career zones. The Career Development Team will add more lessons each year. **EVERYTHING** you need for the lesson is in the Career Zone bin including detailed lesson plans, books, copies of handouts, group packets, etc. A slideshow for each lesson is also available in Google Drive. ALL lessons tie in directly to Avondale curriculum and/or P2 standards.

**Instruction (4)-** Instructional practices are in place that are differentiated and personalized to student needs. Technology is used to enhance the process of teaching and learning.

We are continuing the study of systematizing child study processes that are used as a means to identify specific intervention and supports necessary to service eligible students. Implementation of MTSS (Multi-Tiered Systems of Support) has become implemented with associated trainings of staff. We have added several interventionist positions throughout the elementaries (Auburn- 1 Dean of Students, 1 Restorative Practice Coordinator, 1.5 Interventionist, Extended Learning Program—Deerfield- 2 Paraprofessionals, .5 Interventionist—Woodland- .5 interventionist, Math Camp Extended Learning --- Graham- .5 Interventionist and additional 4<sup>th</sup> grade teacher for class size reduction) and middle school (3.2 FTE Intervention and Restorative Practices Trainer) as well as 3.0 FTE Success Coaches (SWARM program) at the high school to assist with academic coaching and mentoring.

Our ELL department has worked steadily at creating a systemic model of support across the district with standardized protocols and eligibility requirements.

Our middle school continues to reach greater fluency with Positive Behavior Support trainings for staff across the district this year conducted by consultants and Kenny O'Shaughnessy.

We have refined our processes for K-3 Reading Intervention planning, becoming more systematic between the four elementaries, with the collaboration between the 4 reading interventionists and Literacy Specialist, particularly designing processes that straddle remote and in-seat environments.

We have made progress within systematizing our data dialogues with the inclusion of subgroup growth coupled with our Munetrix tool which delves into specific standard and benchmark achievement behind NWEA and M-Step data to inform instruction. Kristin has been working to systematize the data dialogue process within and between schools. We have created a data dashboard using Munetrix that we are refining for use to inform instruction adhering to Board Priority Goal #1.

Other instructional initiatives this year include building the foundations of equitable grading practices that feed new report cards and grading systems. Investigated were evidence-based practices in grading, common practices in reporting mechanisms and reflections and evaluation of best practices in grading. Focus on standards-based grading principles K-12. In addition, we have convened the Reproductive Health Advisory Committee, and will be making recommendations moving forward. We have also convened study groups to investigate elementary literacy changes as well as the investigation of a new elementary social studies curriculum.

**Student Feedback(3)**- We actively seek input from students to inform goal setting as well as operational decision-making.

We have active student leadership, student councils, and student government in each of our schools which are empowered to present ideas as well as plan for student events, student fundraising, and giving back to the community. New this year was the Yellow Jacket Advisory Council as well as a new student Mental Health Advisory Council where students discuss issues and solutions with administration as well as ideas for directionality of the school and its services. This mental health advisory committee was an initiative by our new Board Student Representative.

We had students involved with the school scheduling committee to assist with design and feedback of what will be proposed as the new high school schedule and accompanying advisory planning for 23-24.

Student feedback is garnered for our MiCIP Accreditation process, as well as to inform individual building school improvement efforts. We have had some student feedback within the formalized subcommittees of the District Improvement Team. We have elementary students' voices represented in each schools' Student Councils as well as in Auburn's No Place for Hate school planning. At AMS new this year was the Blueprints group, giving feedback and suggestions for activities and directionality. We also added several new student-led clubs at AHS.

Secondary principals meet regularly with varied groups of students to garner culture/climate feedback and their suggestions for improvement. Elementary principals meet with their student councils to garner this input. Students have been involved in the discussions and planning for events such as end of year events such as the senior car parade, honors convocation, Spring Fest, and other year-end events.

High School students are given opportunity to give feedback on high school visioning priorities, informing the committee of their wants and needs. The 9<sup>th</sup> grade Freshman transitions course was created in the manner it is due to student feedback and desire.

**Student Attendance (4)** - Student attendance is an area of focus in the district and attendance issues are addressed early and supports are put in place. Our daily attendance rates are above the minimum threshold of state expectation, with average daily rates in the low to mid- 80%, to low 90% range, depending on school.

We adhere to consistent notification and timelines of issues to homes. We also work with Oakland County Truancy with chronic offenders.

Counselors meet regularly with parents of students with attendance issues and they monitor cases of concern.

This year has presented challenges to student attendance as they were coming out of a remote instruction environment. Prioritization of regular student attendance was an issue with many families and students. Quarantines due to the pandemic also had many students (and staff) out for 10-14 days each for a better part of half the year due to county requirements, thus compounding our issues with regular attendance. Students who had delinquent attendance, have been contacted by counselor, social worker, then administration. Graduation Alliance would also intervene with parents if chronic attendance was noted. The last resort is follow-up with truancy officer. We are investigating greater engagement strategies through the use of our HS Success Coordinators and other interventionists.

**Support for Students (4)-** We have designed supports and interventions for students who are eligible through various program requirements. We have designed supports through special education, ELL, Title 1 (at-risk), reading intervention, and behavioral intervention.

In special education, we have worked to increase social work support, paraprofessional supports in special education classrooms, and have increased behavioral supports, throughout the continuum as needs dictate. This has been an expenditure of CARES and ESSER dollars as a result of the pandemic. The infusion of these dollars has helped to not only increase these supports for those in special education but also within general education. This infusion has greatly added to general education interventions and supports.

We have added several interventionist positions throughout the elementaries (Auburn- 1 Dean of Students, 1 Restorative Practice Coordinator, 1.5 Interventionist, Extended Learning Program—Deerfield- 2 Paraprofessionals, .5 Interventionist—Woodland- .5 interventionist, Math Camp Extended Learning --- Graham- .5 Interventionist and additional 4<sup>th</sup> grade teacher for class size reduction) and middle school (3.2 FTE Intervention and Restorative Practices Trainer) as well as 3.0 FTE Success Coaches (SWARM program) at the high school to assist with academic coaching and mentoring.

In ELL, we have grown our servicing to increase ELL teachers, ELL paraprofessionals as needs dictate.

For those qualifying for at-risk (Title 1), we have added teacher and paraprofessional staffing to supplement support. Graham and Auburn are our two schools who qualify for supplemental allocations, which we have expended on additional staffing support to directly service students.

To address behavioral intervention, we have increased staffing from social work to SafeEd to help address safety and security needs, primarily at our secondary schools. We have also prioritized student informational sessions throughout all of our schools on anti-bullying and cyberbullying. The secondary schools have additionally covered the



sensitive topic of suicide quite thoroughly, through the involvement of consultants and professional programming.

We have made growth in this area, better systemizing supports, primarily handled through an MTSS (Multi-Tiered System of Supports) model which we are currently implementing with consistency across the district. We have Child Study Support Teams at each of our schools, and they are implementing with greater consistency. With the infusion of added federal COVID and ESSER relief dollars, we have been able to add intervention and behavioral supports throughout the district, and by doing so, have designed the expectations within each of these positions systemically with aspects of monitoring and adjusting.

Safety and Security processes and procedures are of major priority, with reviews of protocols/trainings with staff occurred several times throughout this school year. Processes and protocols were reviewed with students as well several times throughout the year. All schools revised their Emergency Operations Plans (EOP's) that were reviewed by our security and law enforcement and submitted to the state in January. In June (June 16), we have scheduled an all-day training for administrators on reviewing protocols, EOP's, as well as plans for proactively addressing mental health issues as we start the school year. This will be followed staff professional development in August as staff returns prior to the school year.

**Professional Knowledge (4)-** Overall personal knowledge base of best practice and current instructional programming and needs is strong. I communicate frequently to groups and individuals inside and outside of the district as to the implementation of best practices.

I continue to serve in the capacity of Secretary to the Michigan Statewide Chapter of Phi Delta Kappa, having termed-out as President for 6 years. This is my 5th year as Secretary, and 13<sup>th</sup> year as a member of the Board.

I am involved with MASA (Michigan Association for School Administrators), serving as a regional liaison with regards to serving on panels to provide feedback and input on legislative priorities.

I just completed serving as a Trustee on the OUAA (Oakland University Alumni Association) Board, serving three 2-year terms.

Instructional Leadership has been strong with the continual spearheading of programmatic changes from adding engineering courses, to revisions of large-scale curriculums such as elementary science, in addition to growing PBL as an example, we have added a Student Data Coach and associated protocols, creating a re-tooled Literacy Coach position, Middle School Restorative Practices position, and High School Success Coordinator position to address student needs. In addition, we have added PLC Leads, which are teacher leadership positions in each grade level and department area to help in carrying the work on systemic PD and trainings

throughout the district moving forward. We have also added intervention and behavioral supports with the addition of COVID and ESSER dollars in each school, to help in optimizing student success. Lastly, we are investigating supports and trainings for our growth in diversity, equity, and inclusion.

## 2021-22 Superintendent Evaluation

### Narrative: Community Relations

Community relationships and harnessing stakeholder input are integral elements leading to major decision-making as well as providing valuable information on current programming and operations.

**Parent Feedback (4)**- In accordance with prior year's efforts to garner parent feedback, we have continued with garnering parent involvement and feedback that sets and supports district-wide goals.

Superintendent Coffees held every other month gives community members opportunities to receive current district information as well as to ask questions, voice issues, suggest solutions, and identify areas for involvement. Principals continue to host Coffees regularly in their respective schools for the same purpose.

District Booster Meetings offer opportunity for Booster and PTO groups across the district to come together for sharing and collaboration on planning events and opportunities for students.

Parents and Staff had opportunities for input on the 2022-23 school calendar with regard to preferences regarding breaks and PD scheduling. That information was considered as we produced the 2022-23 calendar.

Parents and Staff had opportunities to provide input on the Fall Intersession experience, inviting opinions on how to strengthen, as well as opinions on if we should continue with the offering of the opportunity.

Parents, Staff, and Students have been involved in providing feedback on their perceptions of all aspects of the district through involvement on our various District Improvement Teams. Our District Improvement Steering Committee formally meets the day of the first Board meeting of the month. The district Improvement Team was melded from 4 committees that began in the summer of 2020, consisting of Inclusion & Equity Committee, Well-Being Committee, Health & Safety Committee, and HR/Staffing Committee. These 4 committees comprised of over 100 people collectively as we strategized and planned for our journey through this COVID environment. The results from the work of these committees are being used to inform our school improvement/district improvement processes, and have laid the groundwork for the goals in Strategic Planning (Avondale 2025). The District Improvement Team met formally each month with parents and staff to plan, measure, and monitor growth within improvement goals as well as to garner feedback on grading, code of conduct priorities, intersessions, and communications.

This year we have pulled together a Reproductive Health Advisory Committee that has been charged with revising our Reproductive Health curriculum at all levels, incorporating changes recommended by the state. This committee has invited the greater community to express opinions and review materials before selecting resources. We have had monthly meetings throughout the year, attended by parents of children at all levels of school and local clergy.

We held expanded sessions of Friends of Different Learners groups this year, expanding into meetings of families of students with disabilities and ELL. These networks are invaluable for asking questions related to programming and accommodations of students and networking/PD to families with students of like disabilities, limited English.

**Communication with Community (4)-** Communication with the community at-large takes various forms:

Superintendent Coffees held every other month gives community members opportunities to receive current district information as well as to ask questions, voice issues, suggest solutions, and identify areas for involvement. Principals continue to host Coffees regularly in their respective schools for the same purpose.

District Booster Meetings offer opportunity for Booster and PTO groups across the district to come together for sharing and collaboration on planning events and opportunities for students.

Our Gifted/Talented Program has hosted several meetings through the school year to discuss program opportunities, program growth, and the transition to high school with development of an accelerated program (with the first class matriculating to HS in 2022-23). Parents both inside and outside of district have had sessions to garner information and ask questions.

Likewise, we had hosted a High School Showcase in April where families could meet with staff, get information about academics, athletics, fine arts, and extra-curriculars. This Showcase attracted residents as well as prospective SOC families to learn about what the high school embodies in terms of opportunities. We had also prepared and sent a middle school promotional publication to families within and outside the district, showcasing the positive achievements and opportunities for students and families. We are also looking to have a Showcase in -person at AMS similar to what we did at the high school this year.

Parents, Staff, and Students have had opportunities to have input and decision-making as to the learning modalities they wished to have their child engaged in. Parents have had choice in how they wished to have their child involved in learning throughout the year from in-seat to virtual based on their preferences. We also have made opportunities for parents to switch between the preferences at end of marking periods.

Parents, Staff, and Students have been involved in providing feedback on their perceptions of all aspects of the district through involvement on our various District Improvement Teams. Our District Improvement Steering Committee formally meets the day of the first Board meeting of the month. The district Improvement Team was melded from 4 committees that began in summer of 2020, consisting of Inclusion & Equity Committee, Well-Being Committee, Health & Safety Committee, and HR/Staffing Committee. These 4 committees comprised of over 100 people collectively as we strategized and planned for our journey through this COVID environment. The results from the work of these committees are being used to inform our school improvement/district improvement processes, and have laid the groundwork for the goals within our current round of Strategic Planning (Avondale 2025). The District Improvement Team met formally each month with parents and staff to plan, measure, and monitor growth within improvement goals as well as to garner feedback on grading, code of conduct priorities, intersessions, and communications.

We have expanded communications through social media, weekly e-news, special press releases, program brochures, district and school newsletters and website.

**Community Feedback (4)-** Garnering feedback from community is vital to informing school and district improvement efforts.

Superintendent Coffees held every other month gives community members opportunities to receive current district information as well as to ask questions, voice issues, suggest solutions, and identify areas for involvement. Principals continue to host Coffees regularly in their respective schools for the same purpose.

District Booster Meetings offer opportunity for Booster and PTO groups across the district to come together for sharing and collaboration on planning events and opportunities for students.

Parents, Staff, and Students have had opportunities to have input and decision-making as to the learning modalities and scheduling throughout this continued COVID year of learning. Parents had choice in how they wished to have their child involved in learning throughout the year from full virtual to in-seat based on their preference. We also have made opportunities for parents to switch between their preference as the local environment changed.

Parents, Staff, and Students have been involved in providing feedback on their perceptions of all aspects of the district through involvement on our various District Improvement Teams. Our District Improvement Steering Committee formally meets the day of the first Board meeting of the month. The district Improvement Team was melded from 4 committees that began in the summer of 2020, consisting of Inclusion & Equity Committee, Well-Being Committee, Health & Safety Committee, and HR/Staffing Committee. These 4 committees comprised of over 100 people collectively as we

strategized and planned for our journey through this COVID environment. The results from the work of these committees are being used to inform our school improvement/district improvement processes, and have laid the groundwork for the goals in our next round of Strategic Planning (Avondale 2025). The District Improvement Team met formally each month with parents and staff to plan, measure, and monitor growth within improvement goals as well as to garner feedback on grading, code of conduct priorities, intersessions, and communications.

This year we have pulled together a Reproductive Health Advisory Committee that has been charged with revising our Reproductive Health curriculum at all levels, incorporating changes recommended by the state. This committee has invited the greater community to express opinions and review materials before selecting resources. We have had monthly meetings throughout the year, attended by parents of children at all levels of school and local clergy.

We held expanded sessions of Friends of Different Learners groups this year, expanding into meetings of families of students with disabilities and ELL. These networks are invaluable for asking questions related to programming and accommodations of students and networking/PD to families with students of like disabilities, limited English.

We elicit feedback from entities such as Avondale Youth Assistance to inform decision-making on sessions to offer for parents such as vaping, suicide, how to cope with anxiety, mental health issues, and other pertinent topics that are of priority in space and time.

**Media Relations (3)-** Media relations are critical for driving positive messaging about the school district, as well as for proactively staying ahead of issues and concerns.

We have an increased presence on Facebook and other forms of social media. Print media includes regular publications in Community Lifestyles, articles in the Oakland Press, Rochester Post, Troy Times, Detroit News and Free Press.

We also have had positive media portrayed on TV news channels, most notably WDIV and WXYZ, on such items as our COVID planning for safety and continuance of student opportunities last spring and fall. We also had a positive media series on school safety initiatives and our K9 Detection Dog at AHS this winter, which included the State Attorney General and local legislators. We are hopeful that our coverage may elicit some legislative bills that offer appropriations for munitions dogs to schools.

We also work closely with Auburn Hills and Rochester Hills Chambers of Commerce to assist in bridging connections to the business community, bringing such local businesses as Gardner White as destinations for student job shadowing and internships.



**District Image (4)**- Projection of a positive image of the district at all events within and outside of the district is critically important for maintaining focus on district priorities and growth/improvement. Being articulate, knowledgeable, and well-spoken are attributes to build confidence and credibility. Sincere and genuine commitment to providing growth and enhanced opportunities to students. Community, staff, parents, and students are well versed in the direction of the district, knowing content and purpose of the Strategic Plan. This year, we have enhanced our new district website and have furthered our branding processes through the efforts of working with *Ignite*, our marketing and branding consultants. We have designed new district signage that is being placed at buildings throughout the summer in the form of district signage and wayfinding signs that depict the new logos and fonts. We have created new marketing materials for Kindergarten Round-Up and School of Choice as well as retainer marketing for middle school. There is also a resource site on the intranet that will house standardized stationary, Powerpoint templates, and district approved color palates and logos to use with communications.

**Approachability (4)**- Being approachable with an open-door policy is critical toward building a positive district image as well as a positive culture and climate.

Being visible at events 3-5 nights a week, attending a variety of events from academic, to athletic, to fine arts is critical to establishing sound relationships within the community. In addition, I am involved in the Optimist Club, the Rochester Hills Rotary Club, and the Avondale Education Foundation, attending their meetings, events and activities. Also, we have several staff and community committees that meet from District Improvement Teams to Curriculum committees to Teacher Retention, to my own and other schools' coffees that I attend. I maintain an open-door policy with regard to parents, staff and students for drop-ins for when issues and questions arise. I also make it a priority to return emails and phone calls within a 24-hour period and am responsive to concerns and inquiries timely.

I believe we are proactive relative to garnering input and receiving feedback from our community to inform decision-making. Every step of the way with major decision-making, we involve stakeholders in the process of input and feedback.

## **2021-22 Board Priority Goal Accomplishments- Goal #1**

### **Goal #1**

**Foster a school support system that prioritizes and addresses academic and social-emotional gaps.**

Strategies and associated measurements underlying this goal will specifically address use of tools and services within such areas as:

- Various Interventions and Accommodations, including Intersession programming
- Student Assessment (multiple forms)
- Curriculum Pacing
- Address the most at-risk as priority (academically and socio-emotionally).
- Priority to close the achievement gap by increasing the bottom 30%.
- Use of Positivity Project, other socio-emotional tools

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

- Measurement: Grade level growth assessments in ELA and Math resulting in classroom instructional planning and documentation to raise growth and proficiency targeting at least 1 year of growth for 1 year of instruction.

NWEA growth assessments were given in grades K-8 in ELA and Math in fall, winter, and spring timeframes (3x/yr). The assessment results were analyzed by teachers within grade level and within data dialogues to strategize instructional strategies and interventions to support learners not making adequate progress. These meetings took place after each administration period. Over the course of the year, the benchmark used is 1 year of growth for 1 year of instruction as the target. Scores are disaggregated by school, grade level, and individual. Results show math primarily is an area of focus as we move forward as considerable time was spent on ELA during remote learning.

- At GATE: **Student Assessment (multiple forms) and Curriculum Pacing**
  - GATE “Back to Basics” Document: Includes suggested curriculum pacing, pre assessments based on grade level and content area, etc.
- **Staff PD Sessions Focused on:**
  - Inclusivity for LGBTQ+ students Training
  - Depth & Complexity Training
  - Staff Book Study - “Collaboration, Co-Teaching and Coaching in Gifted Education”
  - Restorative Practices Training
  - Nurtured Heart Approach Training
  - Gifted PD Zoom: “Differentiating Like a Boss: Tiering and Compacting”
  - Comprehensive Needs Assessment
- Data Dive Meetings after NWEA MAP Winter Assessments: Met with all classroom teachers to intentionally design our instruction around student needs, gaps and growth areas.

- Reading Interventions:

- 

- Prioritized most at-risk students to receive reading intervention through reading team (districtwide)
- Classroom teachers meet monthly with District Literacy Coach, Sarah Stickney to review data, participate in coaching and/or to design instruction. Significant time was devoted to working with upper elementary teachers to develop small group instructional strategies to target specific learning needs (K-8 districtwide)
- K-1 teachers used Brainspring and Haggerty to build foundational skills in phonemic awareness and phonics. Teachers in grades 2, 3 and 4 and ASD teachers will all be trained by the end of summer (districtwide)

- Math Interventions:

- Small group instruction for some students and a co-teaching model with classrooms with a higher percentage of struggling mathematicians (districtwide)
- Launched an afterschool opportunity - Math Camp – that provided 3 four-week sessions for students invited based on their NWEA scores. Four – five teachers taught small groups of students invited based on their RIT scores. Focus was on hands-on activities to build foundational skills. (Woodland)
- KAMP afterschool tutoring program supported by AHS NHS members providing academic support for students in all areas of curriculum (Deerfield)
- Data Dive Meetings to intentionally design instruction and pacing around student needs, gaps and growth areas (districtwide)
- Developed GATE Back to Basics Document includes curriculum pacing, pre-assessments based on grade level, content area, etc. (GATE)
- TAT, MTSS Process, S3 Process, Child Find – Data-driven and solutions-based processes for identifying struggling students who will benefit from interventions (districtwide)
- Multiple staff members serving in different capacities at each meeting
- Team meets 3 - 4 times each month
- Parent conversations are held prior to and after each meeting
- Academic and social / emotional data, strengths and concerns are discussed
- Interventions are suggested for implementation

Strategy 2: Implement and monitor systems to measure and monitor social-emotional gaps and growth.

Measurement: Set up a system of growth tracking within the realm of social-emotional growth.

Strategies give answer to the question of \* How do we know when a student is caught up from detriments of the pandemic (academically and social-emotionally)? (Look at benchmarking NWEA from pre-COVID through to post-COVID)

We have been exploring socio-emotional assessment system...

- AT GATE: Positivity Project consistently used in each classroom, grades 2-8 with fidelity
- P2 "Positive Note Home"
- See list above of PD in Strategy 1 relating to SEL
- At AMS we have built a comprehensive math and reading intervention program that reviews student data 2-3 times a year to make schedule changes for students needing to move in or out of intervention classes. The Data is NWEA, Grades, and staff input. In addition, we are exploring a new way of breaking down grades that shows student knowledge and effort in two different buckets which helps us make more informed decisions about placing students in and out of intervention classes.
- We also have been reviewing and updating our PBIS program to re-launch for next year. Mrs. Brunni helped the AMS staff begin to calibrate our behavior response and consequences last week to help us work to more predictable and clear expectations for students and staff.
- Our social workers, counselors, and positive behavior specialists have been a tremendous help in implementing restorative practices in our building. We are beginning to research new programs to build off of the positivity project and appreciate the support Mrs. Brunni has been as we are conducting our research.
- Developed Universal Accommodations at GATE (GATE)
- Developed Staff Guide to 504s and IEPs (GATE)
- SEL Interventions (Woodland)
  - Positive Behavioral Interventions and Supports lessons
  - SSW provided whole class lessons on personal space, working with others, how to regulate when frustrated
  - Staff embedded mindfulness activities and movement breaks to assist students with anxiety and/or stamina
  - Calming corners in every classroom
  - Safe Space provided in the Main Office
- Performed comprehensive needs assessments (districtwide)
- Positivity Project implemented and used in elementary schools and Avondale GATE. Positivity Project traits concurrently taught in all classrooms and incorporated into building-wide initiatives and activities including daily lessons with direct instruction
- Restorative Practices training (districtwide)

- (GATE) Staff Development focused on:
  - Inclusivity LGBTQ+ Students training
    - Depth and Complexity Training
    - Staff Book Study Collaboration, Co-Teaching and Coaching in Gifted Education
    - Nurtured Heart Approach training
    - Gifted PD Zoom Differentiating Like a Boss: Tiering and Compacting
    - Initiated "Positive Note Home" communication
- Using NWEA, grades, and staff input, AMS has developed a Math and Reading intervention program that reviews student data 2-3 times during the school year, triggering a schedule change or other remediation for a student who is struggling
- Exploring ways to further analyze student data to discern "knowledge vs effort" to better inform scheduling changes
- AMS staff has been reviewing and updating their PBIS (Positive Behavioral Interventions and Supports) program
- Working to calibrate behavior responses and consequences to more predictable and clearer expectations

## **2021-22 Board Priority Goal Accomplishments- Goal #2**

### **Goal #2**

**Intentionally create and monitor a culture of community within the district/schools.**

Strategies and associated measurements underlying this goal will specifically address:

- Identify drivers of a sense of community (i.e., Avondale Pride) for staff, students and parents  
Measurement: “Hands on” research/planning yields a clear path/plans to restore that community feeling and high level of community involvement. Also, outcome delivers on greater attraction and retention of families.

Strategy 1: Intentional planning of events to raise sense of community, increase parental/community involvement.

Measurement: Survey participants in activities planned for level of engagement and positivity.

Deerfield: In partnership with our PTO we held family events including Fall Family Dance, Santa's Breakfast, Family Reading Night, and Dad's Carnival. Additionally, parents came in and volunteered in our library. Parents also attended field trips. Finally, we had parents attend curriculum night and conferences.

- **GATE: GATE School Events:** Back to School Picnic, Fun Run, Canvases and Cookies Painting Night, Middle School Dance, Intramurals (middle school students play in teams every two weeks if they have good grades and assignments completed), Art Fair/Book Fair, PTO participation in the AHS Springfest, PTO Participation in the Avondale Homecoming Parade, Road Rally Event, March is Reading Month Initiative (each student received a free baseball ticket to Jimmy John's Field), March is Reading Month Book Bracket, NJHS Induction Ceremony, Bowling with Buddies event, Talent Show, 5th grade celebration, 8th grade graduation and celebration, Field Day, Scripps' Spelling Bee participation.
- **Classroom Ambassadors Program:** Parents sign up to be a classroom representative and liaison between the teacher and the parents. They are a resource for knowledge for other parents, attend Board of Education meetings and PTO meetings.
- **GATE After-School Clubs:** Art Club (run by teacher), Theatre/Drama Club (run by teacher), NJHS (run by 2 teachers), Spanish Club (run by teacher), Chess Club/Team (run by parents and 3rd party), Destination Imagination (run by parents), MadScience Club (3rd party), GATE Ski Club (run by parents), Middle School Robojackets Team.

GATE Received “**Michigan Green School**” designation for first time.

- AMS Halls of Halloween brings elementary students to the middle school for a fun event and provides opportunity for elementary parents to see the building and the Mustang student leaders hosting the event
- AHS Showcase offered students, staff and community a chance to connect and learn about the many opportunities at AHS
- Athletic Director interview process included community interactions and an opportunity to provide feedback



- SpringFest event created to celebrate Seniors and the community was open to the entire district and featured multiple stations from different buildings and community members (AHS)
- Parent/Guardian support of events throughout the year (GATE)
  - Road Rally
  - Back to School Picnic
  - Canvases and Cookies Painting Night
  - Middle School Dance
- Classroom Ambassadors Program: Parents sign up to be classroom representatives and liaison with staff. They are a resource for other parents and they attend PTO and Avondale BOE meetings (GATE)
- Parents attend Curriculum Nights and Conferences
- March is Reading Month activities involving parents/guardians
- Staff Facilitated Clubs (districtwide)
- Parent/Guardian Facilitated Clubs (GATE)
  - Chess Club / Team, Destination Imagination, Ski Club
- Parent/Guardian Mentors AHS Theatre Company
- Parent/Guardian Volunteers back in the buildings after COVID interruption (districtwide)
  - Library volunteers and Book Fair volunteers and participation
  - Cafeteria volunteers
  - PTO meetings
  - Field Trip chaperones
- Parent/Guardian/Student participation in AHS Homecoming Parade
- Parent/Guardian/Student participation in Fun Runs
- Parent/Guardian/Student attendance at Art Fairs
- One Book – One School (Auburn and Graham)
- Optimist Student of the Month (Auburn)
- Lunch with the Principal and Buddy (Auburn)
- Title I Parent Meeting (Auburn and Graham)
- Third Grade Reading Law Meetings
- Talent Shows (Deerfield and GATE)
- Diversity Night (Auburn)
- Literacy Nights (districtwide)
- Math Nights (districtwide)
- Bowling with Buddies (GATE)
- School Pride Weeks (districtwide)
- Intramurals: middle school students participate if they have good grades and assignments completed (GATE)
- SCRIPPS Spelling Bee (GATE, Deerfield and AMS)
- Hand-made holiday cards delivered to people in the community receiving Meals On-Wheels (Graham)
- Pick-Up / Drop-Off Parent Connect (Woodland)
  - Opportunity for principal to greet every parent
  - Time to chat with SOC families who are often first in the drop-off / pick-up line
  - Teachers welcome students at their classroom doors (either exterior or interior)

- Additional staff present during drop-off
- Community Partnerships:
  - Gift of Giving Avondale (districtwide)
  - Avondale Blessings in a Backpack (districtwide)
  - Avondale Youth Assistance (districtwide)
  - First United Methodist Church (Auburn)
  - Auburn Hills Boys and Girls Club (Auburn)
  - Hispanic Outreach (Auburn)
  - Wayne State University and Blue Cross Blue Shield – Building Healthy Communities Initiative (Auburn)
  - Auburn Hills Presbyterian Church (Auburn)
  - Auburn Hills Public Library – Weekly Outreach (ELC)
  - Oakland Schools – Partnership to pilot a “Behavior Team” (ELC)
  - Oakland University William Beaumont School of Medicine (AHS)
- 5<sup>th</sup> Grade Celebrations (districtwide)
- NJHS Induction Ceremonies (GATE and AMS)
- 8<sup>th</sup> Grade Celebration / Bridging Ceremony (GATE and AMS)
- Field Days
- Dad’s Carnival (Deerfield)
- Fall Family Dance (Deerfield)
- Santa’s Breakfast (Deerfield)
- Green School Designations (Auburn, Deerfield, GATE)
- Green Team clubs
- Return of events and activities cancelled due to COVID restrictions
  - Concerts
  - Restaurant Nights
  - School Family Picnics
  - Spring Fling (Woodland)
  - Family Movie Night (Auburn)

Strategy 2: Planning of 5<sup>th</sup> to 6<sup>th</sup> grade and 8<sup>th</sup> to 9<sup>th</sup> grade transition activities for students and families.

Measurement: Documentation of activities designed to retain and attract students (ultimately).

Activities should be designed to acquaint students and families with the middle and high school, respectively, before attendance.

We had several activities that were scheduled throughout this year designed to retain and attract students. We had a “Win” formation Night that was scheduled on April 6<sup>th</sup> that showcased points of pride from every school in a ZOOM format. We had a AHS Showcase Night on April 20<sup>th</sup> that highlighted all departments, athletic and club opportunities within an in-person format. GATE Magnet School had various Recruitment Nights at the beginning of their SOC window. The Middle School had several events to bring elementary students into the environment, starting with the Hallowed Halls of Halloween,.... Mr. Ohrt and counselors visited all 5<sup>th</sup> grades in their schools to introduce the middle school and opportunities....

8<sup>th</sup> Grade invasion to the HS for both students and parents...

- Deerfield had the middle school visit Deerfield students twice to share about the middle school. There was also a informational parent meeting that was done through zoom. Finally, our students will be visiting the middle school on May 20th during the school day.
- GATE: GATE Transition Activities coordinated and planned by staff for movement between 5th and 6th grade.  
GATE Staff meeting with AHS staff to share students information and guidance (4/28/22)  
GATE and AHS coordination on Accelerated Pathways creation.
- **Information Night for parents/guardians of Avondale GATE students planning for transition into high school.** Presentation and printed materials designed to address specific concerns and questions from parents/guardians about gifted students entering a public high school. - **Development of AHS Accelerated Pathways** program to meet the needs of students who are coming into 9th grade having already mastered some 9th grade coursework. - **Avondale High School Showcase** designed to welcome in-coming 9th graders to high school with their parents/guardians. The evening included activities for students, informal discussions between teachers, administrators and counselors and families, the chance to learn about the many extra-curricular and athletic opportunities at the high school, and the chance for guests to explore the entire building. The building had evidence of student achievement displayed on bulletin boards and banners.
- AMS- 2 visits have been made to each elementary school to welcome them to AMS. Additionally we hosted 2 schools at a time for a 5th grade orientations at AMS and provided them a lunch.
- We sent 8th graders to the 8th grade invasion and the bridging ceremony is right around the corner.
- 8<sup>th</sup> Grade Invasion paired with Parent/Guardian Information Night included both GATE and AMS students to connect. Information about scheduling, clubs, athletics, etc. was presented
- AHS presented a GATE Parent/Guardian Night that provided families with insight into new programming designed to meet the needs of advanced students; families also toured the building and met current AHS students
- Accelerated Pathways Program developed in response to staff and community feedback; provides enhanced learning opportunities for advanced learners; introduced in fall, 2021
- AHS students partner with Auburn Elementary on activities that provide the elementary students with positive exposure to AHS. Retention of elementary students to high school
- AHS students partner with Deerfield Elementary students through the mentoring group, The Brothers of Unity. Retention of elementary students to high school
- AMS principal and assistant principal visits to the schools
- AMS presented “5<sup>th</sup> to 6<sup>th</sup> Grade Zoom Information Night”
- AMS counselor visits elementary classrooms to present course options
- 5<sup>th</sup> grade field trips to AMS (include a tour and lunch in the auditorium)
- AHS Instrument Zoo visits to the elementary schools
- Transition Activities coordinated and planned for movement between 5<sup>th</sup> and 6<sup>th</sup> grade GATE Transition Activities (GATE)
- AHS Staff presentations to 8<sup>th</sup> graders (GATE and AMS)
- GATE staff meeting with AHS staff to share student information and guidance
- GATE and AHS collaborate on Accelerated Pathways development

Strategy 3: District branding and marketing messaging should reflect efforts/feedback in this area from stakeholders, not an assigned or imposed brand, that appears within signage, communications, and logos.

Measurement: District branding and marketing, included within the Strategic Plan, is evident within logos, communications, and signage.

We have implemented common district logos, font, Powerpoint, and letterhead across the district. In addition, we have district logos being placed on all buildings as well as wayfinding signage.

- At GATE, **Creation of Maker Space** - school -wide involvement in naming and choosing it.
- Creation of School Mascot** - school-wide involvement in naming and choosing it. Using Avondale's marketing/branding company to create a consistent logo.
- AMS- I have secured funding through Mrs. Brunni to revamp our PBIS program and brand our new logo and slogan around the building.
- Use of the new Avondale logo on letterhead and envelopes
- Printed advertising including postcards and banners includes new branding
- Backlit Avondale logo signs are being installed on the main entrance of each building in June, 2022
- First round of interior signage to be installed at the Administration Offices and AHS have been ordered. Once installed, we will explore expanding those designs and signs to our other buildings
- Exploring installation of a pylon sign at the corner of Waukegan and Squirrel roads
- Power Point template with new branding
- Cache of logos, stationary, and power point templates is in development and will be available to all staff in fall, 2022
- Selected a School Mascot – schoolwide involvement in choosing and naming; working with district marketing firm, Ignite, on logo design (GATE)

Strategy 4: Planning for the retaining as well as attraction of staff through means of compensation and non-compensation initiatives.

Measurement: Documentation of compensation and non-compensation initiatives designed to retain/attract staff.

We have instituted through our negotiations process the ability for teachers to serve as PLC Leads, leading with their strengths with their peers. This was the first year of implementation of teachers leading teachers in quasi-curriculum positions across grade levels and subject-areas. We continue to financially have the ability to afford competitive staff increases with total compensation packages that have averaged around 10-12% over the past 2 years (inclusive of making up for days of freezes and concessions) and 6% in 22-23 and 5% in 23-24, with retro-pay being in addition to these percentages.

- AMS- We created a monthly staff recognition award voted on by staff to showcase the extra efforts staff make to help AMS run smoothly.
  - Avondale Schools has steadily increased compensation over the last 3 years:
  - Step increases (or more)
  - Salary schedule enhancements

- Fund equity payments.
- Other smaller monetary offerings
- Wellness Committee focused on staff retention by promoting healthy living habits, demonstrating concern for staff as individuals, signaling empathy, and supporting staff physical, mental and emotional wellbeing
- Surveyed staff to learn what types of events / activities would best support their wellbeing
- Wellness Committee facilitated free yoga classes for all staff
- Wellness Committee offering incentives for meeting healthy challenges
- Partnering with MESSA to facilitate “Mindfulness” sessions for staff
- All-Avondale Staff Picnic scheduled for June to provide staff the opportunity to socialize outside of the workplace; Avondale partners will donate gift cards and baskets to be raffled off to staff
- Hosted a job fair in collaboration with principals, ELC, Busy Bees, Avondale Athletic Department, Avondale Transportation, Chartwells, and Enviro-Clean to fill non-certified positions; offered on-site interviews
- Currently working to ratify a contract with the AEA which will allow the district to hire teachers at a competitive entry-level salary
- Seeking to offer stipends to categorical teachers after two years of service to retain our staff in areas of high need
- Building staff celebrations including Avondale High School Football Staff MVP of the Month and Avondale Middle School Monthly Staff Recognition Awards

Strategy 5: Engage Avondale alumni in activities related to community-building and involvement in decision-making.

Measurement: Documentation of attendance/participation/involvement in school community activities and in decision-making processes.

- Avondale Athletic Hall of Fame will induct its 5<sup>th</sup> Class of alumni athletes on September 16, 2022
- Committee of former AHS athletes and coaches and current district personnel receive nominations from around the community, select the members of the newest class and host an evening ceremony in the fall
- The community is invited to attend the celebration
- AHS student volunteers and cheerleaders assist with the celebration
- The inductees are also announced and celebrated during a Varsity football game the evening of the Induction
- Hall of Fame meetings usually focus on Avondale of old but a recent meeting provided an opportunity to talk about the ways that alumni can support the district including mentorships and participating in career fairs

## **2021-22 Board Priority Goal Accomplishments- Goal #3**

### **Goal #3**

**Increase support of Avondale's diversity through access, equity, and inclusion.**

Strategies and associated measurements underlying this goal will specifically address infrastructure changes to be reflective of greater access, equity, and inclusion of all ethnicities, socio-economics, and individuals of LGBTQ such as:

- Extended Learning Opportunities (Intersessions, Summer camps, summer school, STEM camps, remedial and accelerated academic opportunities, extra-curricular opportunities)
- Expanded access to Pre-K and Early Childhood programming.
- Code of Conduct Guidelines
- Grading Practices and Protocols
- Communications
- Extended opportunities to capture voice to inform decision-making.
- Recruitment of staffing that is representative of the diversity of the student body.
- Identification and remediation of Implicit Bias
- Creation of multicultural study groups/task forces

Strategy 1: Deliberate changes to Increasing ratio of hiring multicultural staff members that are representative of our student ethnic and LGBTQ population. All staff- (Teachers, Paras, Secretaries, Bus drivers, Admin.).

Measurement: Audit hiring structures, conduct Recruitment planning and tracking of minority candidates/hires within all bargaining units, usage of cultural competency indicators in screening, interview, and hiring process.

This year we have continued within our efforts to recruit minority candidates for positions through participating in a partnership with Wayne State University for the placements of minority students in field placement and student teaching assignments. We also have participated in Job Fairs with an emphasis on the recruitment of minorities. Within our hiring system, we have tracked minority candidates and have offered XXXX positions to date to minority candidates. Within interviewing, we have added questions to our candidates that give introspection of cultural competencies. Such questions include as an example: (adapted to fit position seeking).

1. Share with us the meaning of diversity, equity, and inclusion and why do you think they are important?
2. How would you manage a scenario where one of staff members was culturally insensitive, displayed racist viewpoints, or discriminated against others regarding sex or gender?
3. Tell us about any professional development you have attended or books you have read to become more culturally competent and responsive as a leader?



- GATE: Extended Learning Opportunities (Intersessions, Summer camps, summer school, STEM camps, remedial and accelerated academic opportunities, extra-curricular opportunities)
  - See note above for clubs and extracurriculars.

Expanded access to Pre-K and Early Childhood programming.

Code of Conduct Guidelines

- Kate Martin on the Code of Conduct Team.

Grading Practices and Protocols

- PLCs working on grading practices mission and vision. (see link below)

Communications

- GATE Gazette: Weekly family newsletter
- Martin's Memos: Weekly staff newsletter
- SchoolMessenger usage
- Facebook Groups:
  - GATE Magnet School Facebook Page: This site will share current happenings at the school as well as current newsletters. (Run by Principal)
  - GATE Magnet School Family Facebook Group: Immediately connect with many families to coordinate meetups, play dates, and coordinate carpools. (Run by GATE Parents)
  - GATE Magnet School PTO Facebook Group: Learn about the PTO events and how you can be involved in PTO events and activities. (Run by GATE PTO)

Extended opportunities to capture voice to inform decision-making.

Recruitment of staffing that is representative of the diversity of the student body.

Identification and remediation of Implicit Bias

Creation of multicultural study groups/task forces

- Continue to expand Wayne State University partnership providing viable and diverse group of candidates for open teaching positions
  - Currently, there is a mixture of 18 apprentices, pre-student teachers, and student teachers scheduled for opportunities around the District during the 2022-23 school year
- Interview questions provide opportunity to discern candidates' understanding of and commitment to diversity
  - Share with us the meaning of the phrase diversity, equity, and inclusion and why you think it is important?
  - How would you manage a scenario where one of your staff members was culturally insensitive, displayed racial viewpoints, or discriminated against others regarding sexual orientation, cultural difference, or racial difference?
  - Tell us about any professional development you have attended or books you have read to become more culturally competent and responsive?

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

- Identification & Remediation of Implicit bias in staff/student, student/student interactions.

- Identification & Remediation of Implicit bias within instruction
- Identification & Remediation of Implicit bias within curriculum resource materials.
- Involvement of greater voice & choice with students in school decision-making processes (“Every One Avondale”).

Measurement: Continued training of adults on building awareness (professional led, student led)

Each school has had professional development sessions to varying degrees with staff centered upon unconscious bias awareness and impacts to instruction. Each building is utilizing the book, Positive Partnerships, to strengthen connections to families and their connection to their child’s learning. This strategy will also extend through the next school year.

For example, Deerfield had Dr. Jay Marks from Oakland Schools leading our staff in becoming a culturally proficient educator. We have worked with Dr. Marks three times this year and have one more session scheduled on May 13.

- Professional Learning focused on Equitable Grading Practices in 2021-22 included:
  - Foundations for Effective and Equitable Grading - Practices, Research and Vision
  - Exploring Evidence-based Best Practice in Grading
  - Common Practices and Reporting Mechanisms
  - Reflections and Evaluation of Best Practices in Grading (Principal Led)
- Staff continues to work with Dr. Jay Marks, Oakland Schools Diversity and Equity Consultant (Auburn, Deerfield, Woodland)
- Staff working with Dr. Julie McDaniel-Muldoon, Oakland Schools Student Safety and Wellbeing Consultant (Auburn)
- Professional Development focused on Cultural Competency and meeting the needs of diverse learners (Woodland)
  - Summer Book Study: Choosing to See: A Framework for Equity in the Math Classroom (Woodland)
  - Invited parents of a variety of backgrounds to read to classes during March is Reading Month (Woodland)

Measurement: Examine existing structures (Discipline, access to higher-level classes, etc.) to identify areas of discrepancy for improvement. Document training sessions/discussions/activities with staff with at least 3 cultural competency activities embedded in PD planning.

We analyze our suspension data as it pertains to racial disparities and disproportionality, and strategize for improvements that include widening the scope of restorative practices and support services as a preventative to discipline. We also have tracked the level to which minorities pursue advanced coursework, and have brainstormed improvement toward communication and marketing to those who could be successful but may lack confidence in pursuing those level of courses.

- Creation and progress in standards-based grading practices that work to eliminate inequitable grading practices and change our pedagogies to be more student focused (districtwide)

- Staff continues to work with Dr. Jay Marks, Oakland Schools Diversity and Equity Consultant (Auburn, Deerfield, Woodland)
- Staff working with Dr. Julie McDaniel-Muldoon, Oakland Schools Student Safety and Wellbeing Consultant (Auburn)
- Professional Development focused on Cultural Competency and meeting the needs of diverse learners (Woodland)
  - Summer Book Study: Choosing to See: A Framework for Equity in the Math Classroom (Woodland)
  - Invited parents of a variety of backgrounds to read to classes during March is Reading Month (Woodland)

Measurement: Evidence of utilization of voice within school and district decision-making.

We have created structures in every school to garner and use staff and student voice in decision-making. Schools have created student representative groups to assist in planning events as well as being a voice toward building decision-making on policies and procedures. Likewise, staff committees as well as entire staff discussions are utilized to provide input and feedback to inform decision-making.

- Creation of the Yellow Jacket Visionary Committee - a student group that meets to discuss the current state of the school and changes that might improve the culture and serve needs (AHS)
- Continued work with formative assessment and assessment design that focus on skills and the learning that occurs in the classroom (districtwide)
- Student leadership groups share ideas and concerns to improve the learning experience for all students. They are an integral part of maintaining a positive school culture and climate (districtwide)

Strategy 3: Enlist multicultural task forces to investigate/recommend readings for staff, review of curriculum resources, practices).

Measurement: Cultural task force in each building, documentation of meetings/work.

This strategy is in development. We are awaiting word from MASA on if we are district embedded within their next Diversity, Equity, and Inclusion cohort which will work formally with teams in each school.

Staff collaborating to enhance classroom libraries and curriculum materials with selections reflective of student population (districtwide)

“No Place for Hate” teacher committee organizes and develops activities that embrace all cultures (Auburn)

“No Place for Hate Ambassadors” – students from each grade level select a book for One Book, One School activity and create a book list and speaker invitation list for Guest Reader event (Auburn)

Summer School reading selections reflect diversity (AMS)

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

Measurement: Increased access and opportunities that result in increased enrollment and participation.

- Targeted new communities for flyer distributions and mailings
- Opened a 3<sup>rd</sup> GSRP classroom to accommodate demand
- Held parent meetings to review data from child observation records to increase parent engagement
- Received “Star” Great Start rating – increases exposure when parents perform an internet search
- Working with district ELL staff to support ELC students who are English Language Learners as they prepare to transition to Kindergarten in the fall
- Planning events and activities for next year that bring together families who pay tuition and GSRP families
- Working on opportunities for the next school year to integrate preschool inclusion across ELC and ECSE classrooms

Strategy 5: Review all schools Code of Conduct Guidelines for input of greater equitable and inclusive practices such as Restorative Practices.

Measurement: Evidence of inclusion of more equitable and inclusive practices documented in Code of Conduct Manuals.

Code of Conduct revisions have been a focus area throughout this year at all levels. Concentration on less Zero tolerance and increased restorative practices philosophy has been the foundation of approaching the revisions.

To ensure that the Avondale School District Codes of Conduct are equitable and include such actions as Restorative Practice, a committee was formed and met throughout the 2021-22 school year. The following actions were completed this year by the group:

- Teachers, administrators, social workers, counselors, and parents representing the diversity of our community were recruited to serve on the Avondale School District Code of Conduct Committee
- The committee conducted a review of Avondale’s current Codes of Conduct for elementary, middle and high schools (GATE students follow elementary or middle codes depending upon their age)
- Committee members, working in building level groups, reviewed the building level Codes of Conduct to identify at least three strengths and three areas of feedback/questions or improvement and shared their findings with the committee at large
- The committee also reviewed and aligned updates provided by NEOLA (School Board Bylaws and Policies update service)
- Committee members analyzed the most common and frequent infractions committed by students and provided feedback on the current code descriptions and steps relative to the common infractions
- The committee created a concise table of infractions and began a review process of MiStar entries

- Archiving the committee's work and resources in order to continue this effort through the summer is in-progress

Strategy 6: Improve district-wide grading practices and protocols that are more equitable and inclusive.

Measurement: Evidence of documented grading practices that are best practice in creating greater equity and inclusion for all students.

Revised grading practices and subsequent report cards have been a focus throughout this year. Grade level teams, led by PLC Leads, has championed equitable grading practices to be reflected in reporting and report cards.

GATE example: GATE Staff-Created Grading Practices Mission and Vision

- Avondale PLCs (Professional Learning Communities) continue to collaborate on a common vision for grading practices. During the 2021-22 school year, the following Professional Learning took place:
  - Foundations for Effective and Equitable Grading - Practices, Research and Vision
  - Exploring Evidence-based Best Practice in Grading
  - Common Practices and Reporting Mechanisms
  - Reflections and Evaluation of Best Practices in Grading (Principal-led)
- Elementary Report Card Committee regular meetings

Strategy 7: Tailor communications to be geared toward mending language gaps so ELL families have better understanding of district and school information.

Measurement: Evidence of school and district communications designed to give better understanding of content to ELL populations, minimize communication barriers.

We have included more translated materials in Spanish and Arabic, primarily, to ELL families, particularly as they relate to enrollment,

- GATE example: 5th Grade Band English Survey  
5th Grade Band Spanish Survey  
5th Grade Band Arabic Survey
- **September, 2021**  
 Conducted phone interviews with companies that provide Language Services including: translation (over the phone and on-site), interpretation, document translations, voice-over and subtitling.
- **December, 2021**  
 Attempted to gather data from MiStar to understand:

- What are the primary languages (other than English) spoken in our families' homes?
- What is the number of families using each of the non-English languages as their primary language?
- Who are the families in need of receiving communications in a language other than English and what school(s) do they attend?
- The data in MiStar was determined to be incomplete. Engaging a Language Service was put on hold while other avenues for data collection could be explored.
- Determined new course of action – revised original timeline (work to be completed summer, 2022)
  - Work with Avondale staff to identify the students receiving ESL services and/or families who they feel are not receiving communications from school.
  - Select a Language Service.
  - Work with the Language Service to contact the identified family to discuss the best way for them to receive communications from their child's school.
  - Using the information gathered by the Language Service, create a process to ensure that communications are delivered and received by the families.
  - Provide staff training of process and selected communication tools.
  - Create a process, appropriate for each family, to initiate communication with school and/or the District.
  - Evaluate effectiveness of effort and adjust (change) as needed

Strategy 8: Extended learning opportunities are offered to increase access, equity, and inclusion.

Measurement: Documentation of extended learning opportunities to expand on access, equity, and inclusion. (examples are: Intersessions, Summer camps, summer school, STEM camps, remedial and accelerated academic opportunities, extra-curricular opportunities).

Deerfield students were able to participate in our afterschool tutoring program called KAMP. This occurred once a week and we had high school NHS members come and help support the students academically.

GATE: Kids Mindfulness/Art Therapy Workshops (Coleen)

AMS- AMS has begun the Blueprints club which has brought great pride and awareness to our girls of african american descent. This club has hosted a wax museum and helped students of all ethnicities help celebrate diversity.

We continue to incorporate restorative practices in classroom managed disciplinary issues as well as peer conflict strategies.

Extended Learning for Third Grade At-Risk Students (Auburn)

- Provided afterschool
- 29 students identified for possible 3<sup>rd</sup> grade retention
- 26 students participated in at least one afterschool session

- Results: 17 students achieved the MSTEP cut score

ESL Tutoring provided by community group, Hispanic Outreach, to support ELL students (districtwide)

Multiple new student and staff led groups including SEERAC (Spatially Explicit Ecological Risk Assessment Framework for Conservation), Journalism, Math Club, Boys Volleyball (AHS)

The Queens of Melanin Mentoring supporting African American girls (AHS)

BLUEPRINTS! Mentoring supporting African American girls (AMS)

Genders and Sexualities Alliance Club (AHS)

Creation of the Accelerated Pathways Program to align with the needs of advanced learners

- Meetings with and presentations to AMS and GATE staff and students
- Presentations to current 8<sup>th</sup> grade families
- Highlighted at AHS Showcase
- Process in place for “creative” scheduling

Repurpose of Meadows Library to a Maker Space – Science, Technology, Engineering and Mathematics environment (GATE)



## **Student Proficiency and Growth Measures 2021-22**

Below is the calculation of the weighted SGP for each building using the last 3 years worth of state standardized data (18,19 and 21). Each year has been weighted as followed

17/18- 20%

18/19- 30%

20/21- 50%

The scale used is

0-1.49= ineffective

1.5-2.49= minimally effective

2.5-3.49= effective

3.5-4.0= highly effective

GATE only has 1 year worth of data as it became its own entity in 20/21\*

In 20/21 participation in state assessments was optional for students due to COVID\*

All buildings have been rated effective

Auburn- 2.5 effective

GATE- 3.1 effective

Middle School- 2.8 effective

Deerfield- 2.7 effective

Graham- 2.8 effective

Woodland- 2.8 effective

High School-2.9 effective

Total Average: 2.8 Effective

Our 2021-22 student Growth Assessment data from NWEA testing has been calculated as follows:

School	Subject	Number tested	Met Growth	Barbells	Total	% with Barbells		
Auburn	Reading	325	128	54	182	56		
	Math	306	136	66	202	66		
Deerfield	Reading	291	183	35	218	75		
	Math	287	170	61	231	80		
Graham	Reading	333	174	61	235	71		
	Math	307	178	70	248	81		
Woodland	Reading	333	181	74	258	77		
		332	188	77	265	80		
AMS	Reading	533	193	104	297	55		
	Math	548	224	146	367	67		
AHS	Reading	377	126	76	204	54		
	Math	486	153	109	258	53		
Gate	Reading					87		
	Math					87		
Totals	Reading					68	Scale used for Teachers & Admin:	
	Math					74	60% and up	Highly Effective
							40%-60%	Effective
							30% -40%	Min. Effective
							below 30%	Ineffective

Total Average: Highly Effective