

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
Goal #1: To lead the educational community through Year 1 of the Avondale 2020 Strategic Plan, creating procedures and organizing protocols, ultimately developing ownership and momentum within	<u>STUDENT GROWTH AND LEARNING</u>	<u>Strategy 1: Intentionally create a culture that fosters curiosity Pre K - 12.</u>	Action 1: Identify and define the various components of Project Based Learning (PBL) in Avondale School District	Creation of Avondale PBL protocols. - 16-17 - K-12 reps - summer - Oakland Schools	Carmen Kennedy
			Action 2: Provide Professional Learning opportunities for all staff members focused on PBL.	PBL Professional Learning calendar, published menu of PBL Professional Learning opportunities for all staff members, evidence of student work	Carmen Kennedy Marcia Hudson
			Action 5: Redesign and reallocate space for PBL experiences. - 16-17 - Bond	Building usage calendars that record the increased utilization of media center and other large learning areas, Redesign and Reallocation Plan document for each school building. - 16-17 Maker space - Dave Masen's room	Frank Lams Carmen Kennedy
			Action 6: Develop and implement summer transition programs that are focused on PBL and character development for students entering into grade 6 and 9. - 16-17 Started with 9th-10th grades - 17-18 5th-6th grades	Student perception and feedback surveys. Teacher perception and feedback surveys, evidence of student work, collection of student data during the 6th and 9th grade years - attendance, behavior, grades, school involvement	Carmen Kennedy Sharon Hyde Dannon Holley

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		<p><u>Strategy 2: Intentionally create a culture that fosters confidence Pre K - 12.</u></p>	<p><u>Action 1:</u> Provide all students with experiences beyond academics in order to increase growth of the whole student and foster development of leadership skills and other 21st Century Skills.</p>	<p>Collection of student voices through surveys or grade level/classroom meetings identifying their areas of interests and skills, creation of Avondale 21st Century Skills framework focused on common and sequential language and protocols, creation of Avondale Leadership framework, available listing of relevant and desired student extra-curricular activities offered in the buildings and in the community, evidence of student involvement, feedback surveys pertaining to extra-curricular activities completed by parents and students</p>	<p>Principals</p>
			<p><u>Action 2:</u> Create a culture of growth by having students set goals based on initial perception and academic data and monitor their own progress.</p>	<p>Grade-level appropriate goal setting and monitoring lessons and activities, grade-level appropriate goal setting and monitoring documents, evidence of student performance - students can clearly articulate their growth in learning and measure their success in achieving their goals, academic and behavior data.</p>	<p>Principals</p>

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			<p><u>Action 3:</u> Provide students with opportunities for ownership of their learning through evolution of the 5D+ Teaching and Learning instruction framework.</p>	<p>Record of teachers sharing and demonstrating best practices, lessons and activities, evidence of student performance - participating in healthy feedback, constructive criticism and self-reflection to self-esteem.</p>	<p>Principals</p>
			<p><u>Action 4:</u> Create an inclusive environment for learning through evolution of the 5D+ Teaching and Learning instructional framework.</p>	<p>Record of teachers sharing and demonstrating best practices, lessons and activities, Evidence of student performance—empowerment of student voices.</p>	<p>Principals</p>

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		<p><u>Strategy 3: Intentionally create a culture that fosters collaboration Pre K - 12.</u></p>	<p><u>Action 1:</u> Create and foster collaborative learning opportunities for students.</p>	<p>Creation of Avondale 21st Century Skills framework focused on common and sequential language and protocols in order to build cooperative learning skills, Evidence of student collaboration experiences, activities and projects, Record of teachers sharing and demonstrating best practices, lessons and activities focused on cooperative learning (classroom, technology, field trips, special experiences, etc.), Available listing of relevant and desired student extra-curricular activities offered in the buildings and in the community, Feedback surveys pertaining to extra-curricular activities completed by parents and students.</p>	<p>Principals</p>
			<p><u>Action 2:</u> Create a collaborative environment and classroom culture for learning through evolution of the 5D+ Teaching and Learning instructional framework.</p>	<p>Record of teachers sharing and demonstrating best practices, lessons and activities focused on effective communication techniques and methods, Evidence of student reflections on collaboration experiences, activities and projects.</p>	<p>Principals</p>

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		<u>Strategy 4: Intentionally create a culture that builds critical thinkers Pre K – 12.</u>	<u>Action 1:</u> Provide students opportunities to critically think and assess their depth of knowledge.	Increased use of Solo Taxonomy critical thinking model through evidence of plans, unit plans, curriculum and 5D+ evaluation.	Principals
			<u>Action 2:</u> Introduce, model and provide guidance for students to develop self-assessment skills.	Evidence of lesson plans, unit plans, curriculum and 5D+ evaluation, Student growth evidenced through student reflections, pre- and post-assessments and student work.	Principals
		<u>Strategy 5: Intentionally create a culture that builds character Pre K – 12.</u>	<u>Action 3:</u> Add a homeroom to the high school schedule to allow time to teach the 7 Habits utilizing all staff members.	A homeroom appears on the schedules of all students and staff members (at the high school).	HS Admin Marty Alwardt
		<u>Strategy 6: Intentionally create and design structured curriculum plans and protocols that reflect the needs of all teachers and learners, pre K – 12.</u>	<u>Action 2:</u> Complete alignment of Next Generation Science Standards.	Vertical and Horizontal Curriculum Alignment documents, Creation of Pacing Guides, Creation of Common Assessments and Performance Tasks, State required testing data, District and classroom data and other evidence of Student Learning.	Carmen Kennedy
			<u>Action 4:</u> Complete alignment of Secondary Math Curriculum: 6 th -11 th grades. 16-17 8-10th grades	Vertical and Horizontal Curriculum, Alignment documents, Creation of Pacing Guides, State required testing data, Creation of Common Assessments, District and classroom data and other evidence of Student Learning.	Carmen Kennedy

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			<u>Action 5:</u> Complete alignment of Health Curriculum.	Vertical and Horizontal Curriculum Alignment documents, Creation of Pacing Guides, State required testing data, Creation of Common Assessments, District and classroom data and other evidence of Student Learning.	Carmen Kennedy Jamie Brooks
			<u>Action 6a:</u> Complete alignment of Literacy Curriculum: Opinion/Argumentative Writing (K-5) District Common Assessment Pilot.	Vertical and Horizontal Curriculum Alignment documents, Creation of Pacing Guides, Creation of Common Assessments, District and classroom data and other evidence of Student Learning.	Carmen Kennedy Kimberly Hempton
			<u>Action 7:</u> Complete alignment of Literacy: Argumentative Writing (6 th -12 th grades).	Vertical and Horizontal Curriculum Alignment documents, Creation of Pacing Guides, Creation of Common Assessments, District and classroom data and other evidence of Student Learning.	Carmen Kennedy Marcia Hudson
		<u>Strategy 7: Intentionally create, design, and expand academic programs that meet and enhance the needs of a diverse population of learners.</u>	<u>Action 1:</u> Create, implement, monitor and evaluate an elementary-level Gifted and Talented Program.	Gifted and Talented Program documents, Agenda and meeting notes, Increased and steady enrollment, Perception surveys, Program evaluation results, Evidence of Student Learning.	Carmen Kennedy Marty Alwardt Arryn Schneider

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			<p><u>Action 3</u>: Restructure and develop new instructional paradigm for Avondale Academy.</p>	<p>Curriculum frameworks and supporting documents, Evidence of curriculum alignment with Avondale High School, Completed audit of current practices, Agenda and meeting notes, Increased and steady enrollment, Perception surveys, Graduation rates, State required testing data, Program evaluation results, Evidence of Study Learning, Increased community relationships.</p>	<p>Carmen Kennedy Taylor Chapman</p>
			<p><u>Action 4</u>: Expand Avondale School District Early College Program. - 17-18 9th grade SOC</p>	<p>Program frameworks and supporting documents, Agenda and meeting notes, Increased and steady enrollment, Perception surveys, Program evaluation results, Evidence of Student Learning.</p>	<p>HS Carmen Kennedy Sharon Hyde</p>

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	<u>PROFESSIONAL LEARNING</u>	<u>Strategy 1: Identify and research how time can be best utilized to provide multiple opportunities for professional learning.</u>	Action 2: Create a detailed year-long professional learning calendar which includes a defined schedule and is closely aligned to the Avondale School District Improvement Plan, Title II Federal Guidelines and individual school improvement plans and encompasses learning opportunities for all staff members (administration, teaching staff, substitute teachers, secretaries, bus drivers and para-educators).	A menu of professional opportunities (both mandatory and voluntary) that can be presented to Avondale Staff, including on-demand professional learning available through webinars, podcasts and Twitter, as well as job-embedded learning opportunities, including before and after school book clubs, teacher lab, study groups, etc.	Carmen Kennedy Marcia Hudson Marty Alwardt
			Action 3: Audit professional materials and tools currently used in the district. - 16-17 Science	Inventory of professional learning materials available.	Carmen Kennedy
		<u>Strategy 2: Research and implement evidence-based best practice in professional learning.</u>	Action 1a: Research the Michigan Standards for professional learning to guide principles of implementation - define professional learning objectives for the Avondale School District. Resource: http://www.michigan.gov/documents/mde/PL_Standards_Public_Comment_FINAL_111011_368415_7.pdf 16-17 Teacher Lab	Goals established reflect alignment with state and national standards for Professional Learning.	Marcia Hudson

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			<u>Action 1b</u> : Research supporting documents, i.e. Standards for Professional Learning. Resource: http://learningforward.org/standards-for-professional-learning#.V03QA_krKCh .		Marcia Hudson
			<u>Action 1c</u> : Research Teacher Lab survey reports from 2014-2015 and 2015-2016 to establish program quality/impact and compare with 2008-2009 Professional Learning Survey).	Report to the Superintendent	Marcia Hudson
			<u>Action 2a</u> : Consult with Assistant Superintendent for Financial Services, Human Resources Director and Superintendent to determine budget and resources available for Professional Learning.	Agenda and minutes of meeting.	Frank Lams Carmen Kennedy
			<u>Action 2b</u> : Consult and design Professional Learning Plan through collaboration and consultation with: Dr. Lauren Childs, School Quality, Oakland Schools, Dr. Cynthia Carver, Associate Professor, Department of Organizational Leadership, Oakland University.	Agenda and minutes of meeting.	Marcia Hudson Carmen Kennedy

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			<u>Action 2c</u> : Identify and prioritize learning objectives / needs to meet the needs of the schools.	Review of School Improvement Plans Staff Survey.	Principals Marty Alwardt Carmen Kennedy
			<u>Action 3</u> : Implement, with fidelity, a defined job-embedded PreK-12 Professional Learning program that addresses the professional learning needs identified through board-adopted curriculum mandates (i.e., Mathematics, ELA, Cultures of Thinking, 5D+ Teacher Evaluation). - 16-17 Rick/Noelle HS releases - 16-17- Common Calendar: Google calendar for events, Teacher Labs, etc.	Professional Learning Plans, Menus, Calendars of Professional Learning Opportunities, Evidence of Professional Learning Plans that are intentionally designed to meet the learning needs of all adults working within the Avondale School District and tightly aligned with the standards adopted by the State, Retention of teaching staff.	Carmen Kennedy Marty Alwardt Marcia Hudson
			<u>Action 4</u> : Embrace and encourage a shared leadership model throughout the district.	Evidence of co-facilitation of agendas, district presentations, etc.	Principals

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		<p><u>Strategy 3: Provide differentiated opportunities that promote job-embedded professional learning and growth.</u></p>	<p><u>Action 1:</u> Leverage learning opportunities for all staff (administrative, teaching, clerical, support staff, transportation, guest teacher, etc.) based on needs expressed through District and School Improvement Plans to: improve student learning for all students; empower every learner to take ownership of their learning; and, emphasize the learning of content and application of knowledge and skill to real-world problems</p>	<p>Differentiated learning opportunities incorporated into the District Professional Learning Plan, Attendance records, Agendas and minutes containing objectives, Qualitative data (surveys and questionnaires), KALPA.</p>	<p>Carmen Kennedy Marty Alwardt Marcia Hudson</p>
			<p><u>Action 2:</u> Develop a Professional Learning Plan (menu) that will include a variety of opportunities and groupings for learning to maximize combined expertise and access to expert support; and enhance a culture of collaboration across the system such as: district-wide learning; building-level; grade/department level; district/community (Oakland University, Oakland Schools, etc.); and, individual choice. - 16-17 in process</p>	<p>Differentiated learning opportunities incorporated into the District Professional Learning Plan (menu), Each bargaining unit will be provided a professional learning menu, document mandatory, state-mandated P.D. as well as voluntary opportunities through the school year.</p>	<p>Carmen Kennedy Marty Alwardt Marcia Hudson</p>

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			<p><u>Action 4a:</u> Empower Teacher Leaders to: facilitate professional learning opportunities; engage in collaborative efforts to build a shared vision and supportive culture within the school and district that supports innovative teacher-led projects supporting exemplary instructional practices in every classroom; and, establish mutual expectations, support and ongoing communication as it relates to professional learning (facilitation strategies, protocols, how to give and receive feedback, etc.) for all staff members. - 16-17 ongoing</p>	<p>Agendas and minutes, Surveys (KALPA), Increased presence at conferences – Avondale staff members leading and facilitating sessions, Increased job-embedded coaching and mentoring. - PD Calendar</p>	<p>Carmen Kennedy Principals</p>
		<p><u>Strategy 4: Communicate with all stakeholders the importance of professional learning for staff and student success.</u></p>	<p><u>Action 1:</u> Communicate the need for and benefits of professional learning with all stakeholders.</p>	<p>Agendas and minutes, Website, Newsletters, PTO, Media Presence.</p>	<p>Principals</p>

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			<p><u>Action 2:</u> De-privatize the practice of teaching and create a common language and understanding and learning through routine communication to share the learning and learning outcomes of all staff members. Report to all stakeholders through newsletters, presentations, PTO meetings, Board of Education meetings, media, etc. - 16-17 Universal Language</p>	<p>Parent Information Nights (Cultures of Thinking, Math, etc.), Showcases, Learning Fairs, Reflective video about professional learning, Presence in Social Media.</p>	<p>Principals Carmen Kennedy</p>
			<p><u>Action 3:</u> Communicate about and celebrate staff that lead professional learning for others within the district, county, state, country and internationally. - 16-17 website - ongoing</p>	<p>Increased presence in District publications, Avondale Board of Education agendas, Newsletters, Media, Increased membership of Avondale staff in JEPL Network, Oakland County.</p>	<p>Principals - (message to Annette) Annette McAvoy</p>
	<p><u>COLLABORATION, MENTORING & PARTNERSHIPS</u></p>	<p><u>Strategy 1: Understand the effectiveness of current district partner and/or agency relationships.</u></p>	<p><u>Action 1:</u> With the assistance of partners, conduct a qualitative and quantitative assessment of community needs within Avondale in order to assess the effectiveness of our current programs and identify gaps. - 16-17 Annette -survey, Meet with City</p>	<p>Assessment will determine community needs.</p>	<p>Assign a Principal</p>

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			<p><u>Action 2:</u> Identify community agencies and establish an Agency/Resources Collaboration Team with members including Avondale administrators, community agencies and parents; and develop a comprehensive listing of community agencies and resources with contact information.</p>	<p>Needs identified within the assessment will be prioritized by the Agency/Resource Collaboration Team. Gaps identified within the assessment will be identified.</p>	<p>Assign a Principal Social Workers Marty Alwardt</p>

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		<p><u>Strategy 2: Engage business leaders to serve the mission and vision of the District</u></p>	<p><u>Action 1:</u> Connect with local businesses through a survey distributed by Avondale Schools to parents and chambers of commerce in order to: create opportunities for high school students to access business and alumni mentorships; provide opportunities for elementary and middle school students to gain exposure to business pathways through collaborations with partners; and, create clubs and extra-curricular experiences to provide exposure to career pathways and promote Avondale Schools. - 16-17 Kid's Standard, Robotics, Chrysler Tutors - 16-17 Survey Parents Nov 2016, Organize Data, Build referral webpage, Engage Chamber after analysis of, Develop changer approach</p>	<p>The number of students who participate in the mentorships, volunteer opportunities, and the number of clubs that have been created.</p>	<p>Annette McAvoy HS/MS Marty Alwardt</p>
			<p><u>Action 4:</u> Seek out business partnerships and funding to enhance the educational experience at Avondale Academy. - 16-17 Insurance Course at HS</p>	<p>The number of business partners committed to enhancing the educational experience at Avondale Academy.</p>	<p>Taylor Chapman Annette McAvoy</p>

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		<u>Strategy 3: Engage institutions of higher learning to serve the mission and vision of the district.</u>	<u>Action 1:</u> Establish an Avondale/Oakland University Strategic Planning committee comprised of cross district representative groupings of Avondale staff members and Oakland University faculty and administration to determine future direction of the Avondale/Oakland University Partnership.	Creation and approval of Avondale/Oakland University Strategic Plan.	Jim Schwarz
			<u>Action 2:</u> Continue and enhance current partnerships with Oakland University and Baker College and explore opportunities to create new and purposeful, collaborative programs with other colleges and universities that will be of mutual benefit through internships, mentorships and partnerships in the District.	College, staff, students and parent feedback on the opportunities created by the partnerships with colleges.	HS Carmen Kennedy

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			<p><u>Action 3a:</u> Create a “Parent University” to provide parents with information, materials and resources that will assist them in helping their child with homework as well as helping them to reinforce classroom lessons helping their child with homework as well as helping them to reinforce classroom lessons.</p> <p>- 16-17 GSRP</p>	<p>Increase in students’ understanding of curriculum content, Increase in parent engagement in curriculum delivery.</p>	<p>Annette McAvoy HS/MS/Elem Hillary Olance</p>
		<p><u>Strategy 4: Engage service agencies to serve the mission and vision of the district.</u></p>	<p><u>Action 1:</u> Coordinate and market support agencies and service groups that provide social and emotional support to all students in order to: increase program development with agency partnerships; maximize resources; and, provide accurate information and referrals to families.</p> <p>- 16-17 Community Mental Health</p>	<p>Feedback survey of service providers</p>	<p>Principals Marty Alwardt</p>
			<p><u>Action 2:</u> Establish a ‘community room’ with agency flyers and information – host “open mic” nights to gain insight into what is relevant to families.</p>	<p>Use of room and attendance at “open mic” night.</p>	<p>Done</p>

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			<u>Action 3:</u> Involve, coordinate and strengthen new student district service groups in achieving their missions and goals to benefit the entire Avondale community. - 16-17 start process	Appropriate referrals of families to service providers.	Principals Social Workers
			<u>Action 4:</u> Provide social emotional support to all students; adequately service eligible students. - 16-17 start process	Students demonstrate raised comfort level with staff through increased open communication.	Principals Social Workers
			<u>Action 5:</u> Educate building staff to observe students and help identify students' social/emotional needs and provide referrals. - 16-17 start process	Appropriate and timely referrals to families.	Principals Social Workers
			<u>Action 6:</u> Monitor referrals of social/emotional services provided.	Appropriate and timely referrals to family.	Principals Social Workers

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		<p><u>Strategy 5: Engage local city and government officials to serve the mission and vision of the district .</u></p>	<p><u>Action 1:</u> Create lines of communication with cities in the district to promote volunteerism and civic responsibility in order to create a well-rounded, civic-minded student with strong community relationships including inter-generational programs with city senior service programs to provide volunteer opportunities for both students <i>and</i> senior citizens. - 16-17 Optimist Club - 16-17 Initial conversation with municipalities, meet with new high school leadership teacher, schedule meetings, database launch</p>	<p>Number of volunteer opportunities and service hours per student.</p>	<p>Annette McAvoy Principals</p>
			<p><u>Action 3:</u> Celebrate the students at a city-wide event, city council meeting or other opportunities. - 16-17 Initial conversation with municipalities, meet with new high school leadership teacher, schedule meetings, database launch</p>	<p>Increased acknowledgement/recognition of Avondale students as contributing members of their communities in print and other media venues.</p>	<p>Annette McAvoy Principals</p>
			<p><u>Action 4:</u> Create a volunteer requirement for graduation. - 16-17 Study</p>	<p>Quantitative and qualitative data capturing the number of volunteer hours and anecdotal reporting from students of their experiences.</p>	<p>HS</p>

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		<p><u>Strategy 6: Engage staff and parents building-to-building to serve the one mission and vision of the district.</u></p>	<p><u>Action 1:</u> Establish relationships between buildings and organizations across the district in order to build a <i>United Avondale</i> to foster the district's mission through district-wide events and activities such as: end of year picnic; kick-off tailgate party; Open House Showcase; District-wide sporting events/theatre programs/art show/"Avondale's Got Talent Show"; designated school days for community awareness; cross-elementary pen pal program; using technology for grade-level, cross-building projects and presentations; and, develop programs for high school/middle school students to mentor younger students; District-wide Diversity Festival</p> <ul style="list-style-type: none"> - 16-17 in progress - 16-17 Bridges program - 16-17 Propose to advocacy group in fall 2016 	<p>Attendance at events, survey of participants - end of year-students and families (ask what types of events are preferred).</p>	<p>Annette McAvoy Parent Advisory</p>

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		<u>Strategy 7: Create synergy among Avondale School District parent groups.</u>	<u>Action 1:</u> Survey parents to determine their desire to share their interests and skills with students to encourage collaboration between parent groups throughout the district and in order to meet the schools' and students' needs. - 16-17 On Registration Form - volunteer information - 16-17 Elementary	Survey data is used to make connections.	Annette McAvoy Arryn Schneider
			<u>Action 2:</u> Suggest idea-sharing meetings between elementary PTOs – create a District-level PTO meeting.	Calendar of district PTO meetings, Reports of implementation of ideas shared.	Annette McAvoy
			<u>Action 3:</u> Create <i>Friends of Different Learners</i> groups: parent-to-parent group for kids who learn differently, special needs, etc. - 16-17 2 PAC meetings	Calendar of meetings.	Marty Alwardt
			<u>Action 4:</u> Connect parent groups, share/communicate about resources, speakers, assembly ideas, etc.	Minutes from joint PTO and/or parent group meetings.	Principals (each building)

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			<u>Action 5:</u> Establish a parent-to-parent welcome group to provide an open line of communication between current Avondale families to new Avondale families and families transitioning from building to building within the district.	Retention numbers stabilize or reflect movement out of Avondale as non-Avondale related.	Principals (each building)
			<u>Action 6:</u> Encourage joint events between organizations. - 16-17 Elementary Basketball League, School PTO events (part of PTO Council)	Occurrence of joint events between organizations.	Principals
			<u>Action 7:</u> Suggest a small volunteer program for parents in their child's school.	Number of parent volunteer hours shows increase.	Principals
			<u>Action 8:</u> Create a document that outlines details of volunteer opportunities within each school (include details of who, what, when, where, why and how).	The document.	Principals Arryn Schneider
		<u>Strategy 8: Engage share time partners to serve the mission and vision of the district</u>	<u>Action 1:</u> Continue and grow the shared time partnerships to provide educational services to private school students.	Participation data supporting growth.	Frank Lams Jim Schwarz

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	FINANCIAL ENVIRONMENT	<u>Strategy 1: Maintain current level of financial stability through passage of non-PRE (non-Primary Residential Exemption) and Sinking Fund Millage.</u>	<u>Action 1:</u> Call for a millage proposal to renew the 18.0000 mill levy on non-PRE parcels and renew/enhance Sinking Fund millage to 0.8000 on August, 2016 ballot and seek additional voter authorized millage to offset future Headlee rollbacks (seeking 20.000 millage authorization - statutorily limited to 18.000 levy - on non-PREE and 1.0000 on Sinking Fund-- seek ten year authorization. - 16-17 Completed	Passage of millage referendum in August of 2016.	Frank Lams Annette McAvoy
		<u>Strategy 2: Finance facility renovations and enhancements through new bond issue(s).</u>	<u>Action 1:</u> Compile an accurate listing of District facility needs to enhance current infrastructure (include infrastructure changes that arise through other components of the Strategic Planning process).	A complete prioritized listing of facility and infrastructure needs prepared in conjunction with a May 2017 Bond Issue.	Frank Lams
			<u>Action 2:</u> Target facility improvements that will provide additional operational savings.	A prioritized listing incorporating HVAC, lighting and other items that will provide operational savings.	Frank Lams

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			<p><u>Action 3:</u> Educate the community on the potential needs for regularly occurring bond issues to finance technology, infrastructure and programmatic changes that will meet the needs of the District. - 16-17 Start Sept 2016, ongoing</p>	<p>Passage of a new bond issue referendum in May 2017.</p>	<p>Annette McAvoy Frank Lams</p>
			<p><u>Action 4:</u> Plan for future (currently unknown) changes in instructional delivery that will impact District finances. - 16-17 training</p>	<p>Annually updated listing of facility needs triggered by instructional needs.</p>	<p>Carmen Kennedy Marty Alwardt Jim Schwarz</p>
		<p><u>Strategy 3: Build and maintain a General Fund fund equity of at least five percent (5%) to meet the requirements of PA 109.</u></p>	<p><u>Action 1:</u> Strategize multi-year budget projections to assist in planning programmatic changes.</p>	<p>Annual multi-year budget incorporating known and estimated programmatic changes.</p>	<p>Frank Lams</p>
			<p><u>Action 2:</u> Work with all District shareholders on understanding and planning for increases in fixed costs while balancing those costs against the necessity to recruit and retain most highly qualified staff.</p>	<p>A budget that brings General Fund fund equity to at least 5% to conform with Early Warning Legislation, Data collection between years to determine number of staff leaving the District due to inadequate salary and/or opportunities, Exit interviews to determine reasons for staff turnover.</p>	<p>Frank Lams</p>

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			<u>Action 3:</u> Review facilities to optimize utilization in balancing program needs, support resources and pupil population changes.	Building utilization reports along with student schedules compared to determine existence of unused facilities.	Frank Lams
		<u>Strategy 4: Integrate strategic planning initiatives with infrastructure needs to maximize limited resources</u>	<u>Action 1:</u> Review major space areas against current and projected utilization (target media centers, pool, large group instructional areas (pods), etc.) to insure usage meets the needs of a changing instructional environment.	Integration of changes as needed to match changes in the instructional delivery model and within various bond issues.	Frank Lams Principals
			<u>Action 2:</u> Increase usage of collaborative technology in the classrooms through planned investment in infrastructure and equipment.	Each bond issue (tentatively targeted every 3 to 5 years) will include dollars specific to technology needs.	Frank Lams
		<u>Strategy 5: Seek alternative resources to supplement traditional finances to achieve the District's daily obligations.</u>	<u>Action 1:</u> Explore the feasibility of adding a grant writer to seek out new funding sources.	A definitive "yes" or "no" decision on the filling of this position.	Frank Lams Marty Alwardt
			<u>Action 2:</u> Institute a Futurist Committee of thinkers to document the District's need for the next five to ten years.	Schedule of semi-annual meetings for the committee.	Frank Lams
			<u>Action 3:</u> Publish the immediate and future needs/goals of the District to assist in identifying potential community partnerships.	Development of a webpage as the vehicle to share this information with stakeholders.	Frank Lams Annette McAvoy

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
	<u>BRANDING & MARKETING</u>	<u>Strategy 1: Share information internally and externally to recruit and retain staff and students.</u>	<u>Action 1:</u> Increase utilization of social media by: building audience; establishing a system to receive content; and, coordinating and connecting social media sites between buildings, clubs, athletics, etc.	Increase in number of followers on social media.	Annette McAvoy
			<u>Action 2:</u> Continue to share ENews with parents, staff and key communicators – add students.	Positive feedback from audience.	Annette McAvoy
			<u>Action 3:</u> Promote District’s advancements and innovations through better sharing of new initiatives between buildings and throughout community utilizing all communication venues; and by clarifying and educating the public about the impact of the advancements. - 16-17 As principals share within the District, Annette will write press releases to share with public	Informed stakeholders.	Annette McAvoy Principals
			<u>Action 4:</u> Build relationships with print, TV and radio news personnel to increase coverage through face to face meetings and purchasing advertising. - 16-17 arrange meetings	Increase in number of stories in the media.	Annette McAvoy

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			<p><u>Action 5</u>: Reach out to non-traditional students including home-schoolers, virtual students and early college students.</p> <ul style="list-style-type: none"> - 16-17 Explore and develop best approach - 17-18 launch 	<p>Student enrollment of the non-traditional student increases.</p>	<p>Annette McAvoy</p>
			<p><u>Action 6</u>: Develop relationships with parents during their children’s early years – engage them in District-wide issues and decision making that goes beyond their day-to-day interactions with school personnel related to their child.</p> <ul style="list-style-type: none"> - 16-17 ongoing 	<p>Increase in student retention numbers.</p>	<p>Principals Annette McAvoy</p>

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			<p><u>Action 7:</u> Reach out to and share information with non-Avondale families living in Avondale and the bordering communities through: hosting Open Houses; publicizing plays, concerts, sporting events; mobilizing our Facebook and Twitter audience to share site postings; building relationships with churches and day-care centers; and, displaying announcements of District achievements in areas where non-District families travel i.e. Field House, Avondale Performing Arts Centre.</p> <p>- 16-17 Increase number of press releases and social media posts</p> <p>- 16-17 Begin developing marketing pieces (one page banners) working down list of theatre, arts, media, robotics, leadership, etc.</p>	<p>Feedback from Avondale parents collected in their networking circles of non-Avondale families (i.e., neighbors, church acquaintances).</p>	<p>Annette McAvoy</p>

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
		<u>Strategy 2: Develop and sustain long-term community partnerships that can promote and benefit the District</u>	<u>Action 1:</u> Establish and nurture relationships and partnerships with realtors, new home builders, home-owner associations, day-care providers, community leaders, business owners, civic leaders, church and community service leaders, and leaders in educational organizations.	Target groups have knowledge about Avondale that they can share within their networks.	Annette McAvoy
			<u>Action 2:</u> Identify and engage parents (and others) in networking within their circles to make connections.	List of parents (and others).	Annette McAvoy
			<u>Action 3:</u> Network with community groups in an effort to support community initiatives (what's important to them) by: requesting to be included in emails announcing events; and, meeting with groups to determine shared benefits of partnerships to create reciprocal relationships.	Directory of community groups with contact information, calendar of community events.	Annette McAvoy

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			<u>Action 4:</u> Promote students in the community as contributing members and servicing community initiatives by: creating a database of community needs from networking meetings; working with student leader groups to fill needs; and, working with community groups to share students' contributions using their outlets (social media, media contacts, newsletters, etc.).	Media clip sheets and social media snips (from community based organizations) about Avondale students contributing.	Annette McAvoy
		<u>Strategy 3: Use the Information gathered from the Strategic Planning Process to determine branding of the district.</u>	<u>Action 1:</u> Establish a committee to interpret and discuss the information gathered during the Strategic Planning Process (consider what is driving our branding now / how to redirect our branding).	Branding that reflects Avondale, when people hear “Avondale” they have a shared experience that signals a shared response.	Annette McAvoy
			<u>Action 2:</u> Include branding in all District marketing and communications.	Avondale is synonymous with branding.	Annette McAvoy Principals
			<u>Action 3:</u> Ensure that changes and new initiatives are designed with the branding in mind to reflect <i>ONE</i> Avondale.	Branding comes to mind when stakeholders discuss changes and new initiatives.	Annette McAvoy
		<u>Strategy 4: Increase student engagement in the district.</u>	<u>Action 2:</u> Send high school and middle school students the ENews.	Students are informed.	Annette McAvoy

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			<u>Action 4:</u> Broaden broadcast journalism at the high and middle schools to engage students in communicating Avondale news. - 16-17 Engage students in projects outside of classroom	Increase in number of student-created broadcasts.	Annette McAvoy
			<u>Action 5:</u> Expand opportunities for video production classes and/or clubs and charge students with producing promotional advertising pieces for Avondale – Digital Marketing. - 16-17 Develop opportunities - 17-18 Launch class	Student-created video marketing pieces.	Annette McAvoy HS/MS
			<u>Action 6:</u> Continue to make connections with students every day so they feel they are part of something bigger than themselves.	Students are comfortable at school and confident in their choices as evidenced through collected survey data.	ALL
			<u>Action 7:</u> Continue to send the message to students that they are important through mentorships, connections and investments.	Students are comfortable at school and confident in their choices as evidenced through collected survey data.	ALL

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
		<u>Strategy 5: Aggressively pursue local, state and national awards and recognitions.</u>	<u>Action 1:</u> Develop a database of available recognitions and awards (include deadlines and criteria); systematically distribute applications for responses; and share notifications of awards and recognitions with all stakeholders. - 16-17 Explore and start data gathering - 17-18 System/process in place	Increased number of awards and recognitions.	Annette McAvoy
			<u>Action 2:</u> Develop a web-based staff-populated database of achievement (non-application achievements). - 16-17 Completed - share with staff	Increased number of recognitions (non-application).	Annette McAvoy
		<u>Strategy 6: Increase celebration of district, building, student, and staff achievements.</u>	<u>Action 1:</u> Distribute updated <i>Points of Pride</i> information throughout all of the schools (hard copies) and in the building newsletters. Utilize webpages and social media to circulate the information to a broader audience.	Increase in the number of stakeholders familiar with achievements over time.	Annette McAvoy Principals

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			<u>Action 2:</u> Share highlights between buildings to increase parent awareness of achievements at advanced grade levels as their child transitions from elementary to middle and from middle to high school.	Increase in the number of students retained at the building transition points.	Annette McAvoy Principals
			<u>Action 3:</u> Increase Board of Education recognition for students, staff, parents and community partners. - 16-17 Start - 17-18 Concerted/Systemic	Increase in the number of stakeholders familiar with achievements over time.	Annette McAvoy Principals
			<u>Action 4:</u> Utilize all communication venues and tools to celebrate staff, students and programming.	Increase in the number of stakeholders familiar with achievements over time.	Annette McAvoy Principals
			<u>Action 5:</u> Recognize the achievements of individual staff members.	Increase in the number of stakeholders familiar with achievements over time.	Annette McAvoy Principals
Goal #2: To provide for instructional leadership and subsequent growth within curriculum, instruction, assessment, and professional development.			a. Continued implementation of Cultures of Thinking methodologies within instruction across the K-12 spectrum, with primary concentration on middle school and high school growth.	Class observations within new 5D tool, professional development opportunities and level of participation.	Carmen Kennedy Principals

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			b. Successful Implementation of 5 Dimensions (Teacher Evaluation Tool) and the MASA School Advance (Administrator Evaluation Tool).	Training calendar for continued professional development opportunities, specific professional development focusing on domains of Student Engagement, Classroom Environment and Culture, and Student Growth (Teachers). Administrative focus is on domains of Leadership, Processes, and Systems. Discussion logs, completed evaluations.	Carmen Kennedy Principals
			c. Successful implementation of elementary and secondary <u>writing</u> programming, primarily in the areas of argumentative/persuasive writing.	Elementary grade levels will develop anchor papers to pair with developed rubrics—common assessment across grade levels in district. Title I paraprofessionals—small group instruction to struggling students, intervention progress records, MSTEP analysis of writing scores. Secondary ELA teachers will utilize Writing Workshop models—record of instructional leadership walks, creation of anchor papers and common rubrics, systemic implementation of MAISA writing units, professional development record, classroom observations. MSTEP score analysis.	Carmen Kennedy Principals

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			d. Concentration on improvement in <u>geometry</u> performance across grade levels (currently our weakest area in math). - 16-17 IXL in process	All students will demonstrate proficiency or better in the area of Geometry as measured through the iReady assessments, MSTEP analysis. Achievement gaps will be reduced by 10% or better in Geometry across grade levels through the use of iReady assessments, MSTEP analysis.	Carmen Kennedy
			e. Study and research <u>science</u> programming within the district, primarily elementary science instruction. Study teams will investigate programming to best deliver new national science standards (NGSS). Piloting of program/materials will result from the study.	Study committee(s) formed and operating to investigate best practices/resources to implement NGSS standards, selection of materials to pilot (budget pending).	Carmen Kennedy Principals
			f. Enhance opportunities for job-embedded learning to build collective and universal understanding and capacity across the district.	Teacher Lab opportunities planned by Teacher Leaders across the district, creation of a professional learning menu of professional learning opportunities, regular meetings of K-12 leaders, including teacher leaders to discuss specific learning needs of adult learners, formal program evaluation of Teacher Lab.	Carmen Kennedy Marcia Hudson Marty Alwardt

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			h. Concentration on improvement in <u>reading and literacy</u> , primarily within the K-3 grade levels.	Analysis of individual student performance over time in specific areas of comprehension and fluency. Analysis of intervention progress, iReady scores, MSTEP analysis. Content study teams and Literacy Teacher (Hudson) will work toward consistent implementation of reading strategies and building data teams will prioritize the tracking of specific fluency data. Pending legislation will require grade level proficiency by end of 3 rd grade.	Carmen Kennedy Marcia Hudson
			i. Preparedness to implement a <u>gifted/talented</u> magnet program for at least one elementary grade level for 2017-18. - 16-17 Sept. 6 Board presentation	Formation of gifted/talented committee, setting eligibility criteria, selection of staff, procedures and process for application and selection, curriculum development, marketing, and selection of first cohort by years-end.	Carmen Kennedy Marty Alwardt Arryn Schneider

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			j. Monitor and analyze support/progress of school of choice students; primarily with concentration on identification and remediation of the bottom 30%.	Tracking of individual progress of skills of school of choice students and those in bottom 30%, particularly with the infusion of added paraprofessional intervention, iReady score progress over time, MSTEP analysis. Grade level and department teams will analyze and discuss from assessment data and strategize to improve areas of noted skill deficit.	Jim Schwarz Marty Alwardt
			k. Design and implement district-wide, consistently used metrics for evaluating student achievement and program evaluation for the basis of improving overall standardized assessment in all core subject areas. - 16-17 Early Literacy and writing - starting with writing this year, iReady, F/P	Multi-year strategy of creating and implementing common assessments within all subjects, all grade levels, all departments, all courses. Subject areas committees will be formed to identify proficiency metrics.	Carmen Kennedy Principals

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
Goal #3: To increase financial growth and improve Business Office fluidity/accuracy.			a. Concentration on remediating regular audit compliance concerns.	Creation of processes and protocols to remediate deficiencies and noncompliance with respect to allowable costs, particularly PARS record keeping. In addition, concentration on continuation of creation of written Business Office procedures. - 16-17 PARS forms done	Frank Lams
			b. Prioritization of budgeting for staff compensation increases for 2017-18.	Planning for the balance of increase in fund equity (growing toward 5%) and employee compensation. Teachers have a half-step integrated into the 2017-18 salary schedule.	Frank Lams
Goal #4: To increase student wellness and security and enhance a positive school culture in all of the Avondale Schools.			a. Continued enforcement of facility security procedures pertaining to new technologies (badge readers, door buzzing systems, cameras/office response to doors).	Document breaches of security and technology issues as a means to direct enforcement and streamline efficiencies.	Principals Jim Schwarz
			b. Increased emphasis on anti-bullying and anti-cyberbullying through additional activities and use of Attorney General's K-12 annual cyber safety presentations.	Document school-wide anti-bullying activities, schedule anti-cyberbullying activities through Attorney General's Office (scheduled for February), track reported bullying cases in all schools.	Principals
			c. Increase opportunities for student involvement both before and after-hours.	Document number of offered activities and number of participants in each building.	Principals

'AVONDALE 2020' STRATEGIC PLAN - 2016-17 ACTION PLAN PRIORITIES

Goal	Area	Strategy	Action	Measurement	Person(s) Responsible
			d. Increase teambuilding activities with staffs within all schools, primarily the high school.	Document the number and topics of teambuilding exercises occurring in the schools, after goal setting with principals.	Principals
			e. Embed instilling elements of positive staff/student relationship within all staff goal setting to emphasize the power of relationships in the educational process.	Verify within formal goal setting through the 5D evaluation tool of staff with principals.	Principals
			f. Increase opportunities for students to mentor and share with other students, enhancing student leadership opportunities.	Document recognized mentoring activities within each school.	Principals