

SUPERINTENDENT GOAL #1	To lead the educational community through Year 2 of the Avondale 2020 Strategic Plan, creating procedures and organizing protocols, ultimately developing ownership and momentum within the initial implementation of the action plans, progressing toward fruition of the 5 goal areas.											
Avondale 2020 Goal	Strategy	Action	Measurement	Person(s) Responsible	District Level	Auburn Elementary	Deerfield Elementary	Graham Elementary	Woodland Elementary	Avondale Middle School	Avondale Academy	Avondale High School
GOAL 1: STUDENT LEARNING AND GROWTH	Strategy 1: Intentionally create a culture that fosters curiosity Pre K - 12.	Action 1: Identify and define the various components of Project Based Learning (PBL) in Avondale School District - Define specific components of PBL to incorporate district-wide	Creation of Avondale PBL protocols	Carmen Kennedy	Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students (https://www.bie.org/). Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product	Teachers participating in PBL are utilizing the components of PBL in their projects. The professional learning is focused on each component.	Teachers participating in PBL are utilizing the components of PBL in their projects. The professional learning is focused on each component.	Teachers participating in PBL are utilizing the components of PBL in their projects. The professional learning is focused on each component.	Teachers participating in PBL are utilizing the components of PBL in their projects. The professional learning is focused on each component.	Teachers participating in PBL are utilizing the components of PBL in their projects. The professional learning is focused on each component.	Teachers participating in PBL are utilizing the components of PBL in their projects. The professional learning is focused on each component.	Teachers participating in PBL are utilizing the components of PBL in their projects. The professional learning is focused on each component.
		Action 2: Provide Professional Learning opportunities for all staff members focused on PBL - Growth in number of participants in training across district	PBL Professional Learning calendar, published menu of PBL Professional Learning opportunities for all staff members, evidence of student work	Carmen Kennedy	PBL Cohort 1 - 2016-17: 6 Members PBL Cohort 2 - 2017-18: 4 Members PBL ASD - 2107-18: 16 Members Professional Learning Dates Cohort 1 and 2 at OS: 10/23, 2/13, 5/9 Team One at ASD 11/28, 1/10, 3/27, 5/17, 6/6 Team Two at ASD 11/29, 1/11, 3/28, 5/24, 6/7	Support PBL through Teacher Labs. Staff sharing ideas and outcomes in monthly staff meetings Kennedy and Middleton have connected with Kim Kocsis about direction of Auburn supporting PBL and New Pedagogies for Deeper Learning (NPDL) Support PBL through Teacher Labs	Support PBL through Teacher Labs. Staff sharing ideas and outcomes in monthly staff meetings	Support PBL through Teacher Labs. Staff sharing ideas and outcomes in monthly staff meetings	Support PBL through Teacher Labs. Staff sharing ideas and outcomes in monthly staff meetings	AHS and AMS: Afterschool Volunteer Professional Learning - Focus on the 8 elements October 25th November 15th December 13th January 31st Feb. 26th March 21st May 2nd	Teachers have been participating in monthly professional learning with Kim Kocsis. August 24th: Professional Learning PBL Assisted with the structure of Flex Fridays 1 time/month on a Friday - PBL Time - Explore the elements, discuss the projects, share ideas Sept 22nd - 12pm - 3pm Oct. 13th - 1pm - 2pm - Focus: Debrief of 8 elements, Climate/Culture Goal, choose 1 or 2 elements to infuse into lessons	AHS and AMS: Afterschool Volunteer Professional Learning - Focus on the 8 elements October 25th November 13th December 13th January 31st Feb. 26th March 21st May 2nd
		Action 3: Determine PBL student grade level learning competencies for pre-K through grade 12. - Begin to define district-wide competencies by grade level.	Creation of Avondale PBL Grade Level Student Learning Competencies, evidence of student work	Carmen Kennedy	The teachers participating in the cohorts will collaborate to determine the competencies. This work will begin as the cohorts meet through the school year. Teachers will identify and define what competencies look like at the elementary and secondary levels. Examples of competencies include: collaboration, critical thinking, creativity, character, communication and citizenship. Once these competencies are determined, it will be shared with the district.							
		Action 4: Create PBL Teacher Teams pre-K through grade 12. - Increase PBL teams/training across district.	PBL Teacher Teams Collaborative Planning calendar, PBL Teacher Teams notes from collaborating planning. Evidence of student work.	Carmen Kennedy	Teacher Teacher Teams at: Graham 3rd Grade AMS Social Studies Deerfield 4th grade Auburn 3rd grade AHS Science	Participants: 1 - 5th Grade Teacher 1 - 4th Grade Teacher 2 - 3rd Grade Teachers	Participants: 1 - 5th Grade Teacher 2 - 4th Grade Teachers 1 - 2nd Grade Teacher 1 - Music Teacher	Participants: 3 - 3rd Grade Teachers	Participants: 1 - 5th Grade Teacher 1 - 4th Grade Teacher 1 - Art Teacher	Participants: 4 - Social Studies Teachers 1 - ELA Teacher	Participants: 6 Teachers - All Content Areas	Participants: 3 - Science Teachers 1 - ELA Teacher
		Action 5: Redesign and reallocate space for PBL experiences. - Continued study of PBL spaces; primarily secondary for 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.	Frank Lams Carmen Kennedy	At the district level, the conversations have started about furniture and technology needs. Financial needs are part of the bond.							
		Action 6: Develop and implement summer transition programs that are focused on PBL and character development for students entering into grades 6 and 9. - Continue with Camp Confidence summer sessions. 8th-9th grade begin 5th-6th grade - summer of 2018	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	Summer of 2017: AHS hosted approximately 50 students consisting of future SOC 9th and 10th grade 21st Century Pathways students. Two teachers, one counselor, and two administrators participated. Main focus area was a smooth transition to AHS, developing team work and academic skills.	Will connect with building principals regarding 2018 summer dates and start to plan in January, 2018.	Will connect with building principals regarding 2018 summer dates and start to plan in January, 2018.	Will connect with building principals regarding 2018 summer dates and start to plan in January, 2018.	Will connect with building principals regarding 2018 summer dates and start to plan in January, 2018.	Will connect with building principals regarding 2018 summer dates and start to plan in January, 2018.	Will connect with building principals regarding 2018 summer dates and start to plan in January, 2018.	Will connect with building principals regarding 2018 summer dates and start to plan in January, 2018.

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	Strategy 3: Intentionally create a culture that fosters collaboration Pre K - 12.	Action 1: Create and foster collaborative learning opportunities for students. - Student Collaboration Documentation A. Culture/Climate Committees, Jay Marks- HS B. Culture/Climate Committees at MS C. Culture/Climate Committees at Elms	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.	Principals	Dr. Schwarz is leading monthly book discussions with building administrators focused on climate and culture at the building and district levels. Big Questions: What are the challenges to your/our culture from staff? What are the challenges to your/our culture from students? What are the challenges to your/our culture from community members?	Student Council: understanding how a democracy works with electing representatives to represent the "people" in our school. Third grade is busy using project based learning as the model for their science and social studies units. They have been building teamwork strategies...defining roles, discussing how to "work together" so that everyone can be heard, and using language to foster thinking and collaboration. They have started with a unit on Michigan's lighthouses and are now working on doing research together on weather and how to inform others. We have bulletin boards and communication charts that help students develop communication skills. "I notice... Can you tell me more about.... I agree because" For example. A big part of project based learning is reflecting on how they worked together as a group and how they could become better.	Teachers at different grade levels have created opportunities within their classroom for students to collaborate. Our second grade students participated in a PBL unit creating structures using tissues, spaghetti noodles, and straws. Students in fourth grade participated in a PBL unit on animal adaptations. We are also offering afterschool enrichment opportunities that allow students to collaborate with each other. We have a student council, engineering class, iLead program, On Your Mark Fitness, and Kids Standard writing club. All of the afterschool classes have the students working in small groups or with a partner to accomplish a task.	Friday afternoon STEM/Teambuilding experiences.		8th grade field trips - DC (129 students, 32 chaperones) and Option B Detroit field trips (58 students & chaperones - including 2 paras for our CI/ASD students Coffee with Principal - open forum discussion - AMS THEN AND NOW - review of principal goals that include student engagement, school culture and student achievement.	With the implementation of FLEX Fridays and the programming that comes with it, Academy students now have access to a variety of student leadership, community outreach, and peer-to-peer activities. Students can now sign up for community service club, Spirit Squad, and other climate based clubs/activities. Student mentors also work weekly with AMS students. All student have equal access to these clubs/activities, and all are driven by student input through interest based surveys.	On August 18th, 22 AHS teachers met with Dr. Jay Marks, Oakland School Consultant, to start the discussions about improving the climate/culture at the high school. On September 12, 2017 from 2:30-3:30 Dr. Marks facilitated a session for all staff and administration pertaining to creating an optimal Culture and Climate at AHS. On October 3, 2017, Dr. Marks facilitated a voluntary session for our Culture and Climate Committee and 19 staff members attended with the goal of focusing on Culture and Climate. Curriculum Think Tank: After school opportunities have been offered to teachers to connect and collaborate with each other regarding curriculum and learning activities.
		Action 2: Create a cooperative environment and classroom culture for learning through evolution of the 5D+ Teaching and Learning instructional framework.	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.	Principals Carmen Kennedy	Brain Spark Sessions: 5 Dimensions of Teaching and Learning Volunteer Professional Learning Sessions Learning Target: In a collaborative environment, we will break down 5 Dimensions of Teaching and Learning to make it relevant to our individual teaching practices. We will participate in best practices buffets to enhance, grow and expand our instructional practices. These sessions are structured to help think through what 5D sounds like, looks like and feels like in your classroom. The two dimensions of focus are Purpose and Assessment. Facilitator: Carmen Kennedy Dates and Time Offerings September 18th, September 25th, October 2nd, October 9th, October 16th, October 23rd, November 6th, November 20th, December 4th, December 11th	Current voluntary committees include: School Improvement Plan, School Climate and Culture, Technology and PBL. PBIS team attending ongoing training at Oakland Schools and reporting back to School Climate and Culture committee. Common planning time Some grade levels created common goals for their 5D evaluation	This takes place during common planning time between grade level teachers. Many teachers also collaborated on their self-assessment, discussing the dimensions and sharing ideas and activities they use to meet the criteria.	Learning will take place in multiple ways including grade-level meetings, staff meetings, teacher labs, and PD opportunities. Morning Teacher-led meetings before school... Cultures of Thinking, Lead to Lead	Woodland is focusing on Success Criteria in the Purpose Dimension. Last year, we worked collaboratively on defining and communicating learning targets. At the end of the year, staff agreed that learning about success criteria was their next step. Learning will take place in multiple ways including grade-level meetings, staff meetings, and PD opportunities. Information will also be included in the weekly Monday Memo.	Data dialogue meetings have been established to allow core content area teachers time to analyze data and collaborate in planning instructional actions. 6th grade science participating in NGSS training which is in alignment with 5D Pre-inquiry meetings have been conducted. Focus areas discussed are centered on Purpose and Assessment Dimensions.	Through professional development sessions each Friday afternoon, teachers work collaboratively to problem solve and create a more harmonious culture. Teachers also work on PBL initiatives once/month, and these sessions are facilitated by Kim Kocsis from Oakland Schools Avondale High School Teachers are focusing on the Purpose and Assessment Domain. Teachers have participated in Pre-Inquiry Conferences with administration pertaining to their areas of focus. Our teachers will receive written feedback on their areas of focus after each observation. Face-to-face meetings are strongly being encouraged for collaboration pertaining to each teacher's area of focus after each observation. Additional resources will be provided to teachers through e-mail and district voluntary professional development. Data dialogue meetings have been established to allow core content area teachers time to analyze data and collaborate in planning instructional actions.	
GOAL 3: COLLABORATION, MENTORING AND PARTNERSHIPS	Strategy 7: Create synergy among Avondale School District parent groups.	Action 1: 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. - Volunteer Roster by Interest/Skill	Survey data is used to make connections.	Annette McAvoy	Survey questions developed - will be vetted at PTO/Booster Presidents' Council meeting on Oct. 25th							
		Action 2: Suggest idea-sharing meetings between elementary PTOs - create a District-level PTO meeting. - District PTO/Booster Group - ACE Committee - Parent Climate/Culture Committee	Calendar of district PTO meetings, Reports of implementation of ideas shared.	Annette McAvoy	PTO/Booster Presidents Council created in 2016-2017 SY. 1st meeting for the 2017-2018 SY is October 25th. On the agenda for the 1st meeting is discussion of coordinating with the ACE committee. The Parent Climate/Culture Committee will evolve as Dr. Jay Marks completes his work on climate and culture with AHS staff.							

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		Action 3: Create <i>Friends of Different Learners</i> groups. parent-to-parent group for kids who learn differently, special needs, etc. - Additional Friend/Learner Groups	Calendar of meetings.	Marty Alwardt	The District has met with a core group of parents to establish dates and topics for the Friends of Different Learners. Flyers have been distributed to all parents who have children in Special Education. September 21, 2017 was the first event held at Meadows. Coffee with the Assistant Superintendent of Student Services was held in both the morning and evening with a total of over 30 parents attending. The next event is being held at Meadows on October 19, 2017. The topic is how to support siblings who have family members with disabilities. The District also has started monthly parent meetings for parents and family members of English Language Learners. The first meeting is at AHS on October 13, 2017. Parents will learn strategies to help their child be successful in school as well as resources in the community. The District has used some of their Title 3 monies to hire a Parent Liason for these meetings.							
		Action 4: Connect parent groups, share/communicate about resources, speakers, assembly ideas, etc. - District PTO/Booster Group - ACE Committee - Parent Climate/Culture Committee	Minutes from joint PTO and/or parent group meetings.	Annette McAvoy	PTO/Booster Presidents Council created in 2016-2017 SY. 1st meeting for the 2017-2018 SY is October 25th.							
		Action 5: 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. - Parent/Family Welcome Groups	Retention numbers stabilize or reflect movement out of Avondale as non-Avondale related.	Annette McAvoy	This is on the agenda for the 1st PTO/Booster Presidents' Council meeting set for October 25th.							
		Action 6: Encourage joint events between organizations	Occurrence of joint events between organizations.	Principals		Our December concert is collaborating with the high school and some high school students who will be helping with the production. I will also need about 9 parent volunteers for the event. Leadership Choice in Second grade, working with first grade students. 4th grade has pre-school reading buddies. Green Team: working with the school and community (school garden and window displays for Auburn Elementary, Admin Building, Sweets and Joangelo's Pizza in downtown Auburn Hills PBL: Native American Museum with 5th grade and art teacher, along with 5th graders at Deerfield. Same project sharing museums, and visiting the DIA Native American & Colonial exhibits. Common planning time	At this time there are not any joint events between parent organizations.	NJHS and NHS students assist at Graham activities. Participation in Trunk or Treat. Route 5/6 activities between the elementary schools and AMS.	NJHS and NHS students assist at Woodland activities. Participation in Trunk or Treat. Route 5/6 activities between the elementary schools and AMS.	Partnership with Academy mentors is providing a unique student partnership focused on positive multi-school connection Recycling program new - headed up by AMS special services dept, SKILL students and a local Girl Scout troop that supplied new recycle bins	Academy students mentor AMS on a weekly bases, helping students and teachers run "FUN FRIDAY" activities and tutor/assist students on learning objectives/targets in the classroom. In addition, Academy students also plan to assist Deerfield students in halloween-based activities.	Our Homecoming Dance consisted of Avondale High School students and Academy students. In addition, our Spanish students will be visiting our elementary students to share their children's stories written in Spanish and illustrated. Our NHS students are volunteering in our elementary schools and will be volunteering at our middle school (Trunk or Treat).

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GOAL 5: BRANDING & MARKETING	Strategy 4: Increase student engagement in the district.	Action 1: Invite students to the table to discuss issues and initiatives. - Student culture/climate committees - Student visioning meetings HS/MS	Students are present during discussions of issues and initiatives. - Student Councils - MS, HS, elem - Collaborative planning opportunities (students and staff)	Principals	The results from the Oakland County School Culture and Climate Surveys were shared with building principals. These surveys were distributed to staff, students, and parents in Spring 2017. We will be administering again this spring to determine growth as one measure in our culture/climate goal. Principals were asked to review and share with staff regarding perceptions around student voice, instruction, and overall perceptions of our students and community on our staff and schools.	Created a 5th grade student council Student Council, planning and promoting spirit week, announcements Student council officers will be joining the School Climate and Culture committee and they will also be having monthly lunch meetings with the principal	At Deerfield we have created a 5th grade student council that will be working on implementing student ideas and initiatives.	We are in the process of creating a Student Leadership comprising of 3rd-5th grade. They will be responsible for announcements, promoting leadership in school, and/or community service (examples: Hats & Gloves for Winter Time, Water Bottle Drive for Flint).	I have instituted a monthly Leadership Lunch. Students at specific grade levels volunteer or are selected by teachers to participate. The goal is to gather student input on happenings in the school. In September, we met to complete a plus/delta (what went well/what can we improve) chart on the start of the school year. The students also selected the Spirit Week themes and wrote announcements.	Reviewing school culture/climate surveys to gather baseline data. Will use data to direct conversations and plans with students, staff and parents. AMS students were represented in the Homecoming parade (this was a new student engagement) Recycling program new - headed up by AMS special services dept, SKILL students and a local Girl Scout troop that supplied new recycle bins	With the implementation of FLEX Friday's and the programming that come s with it, Academy students now have access to a variety of student leadership, community outreach, and peer-to-peer activities. Students can now sign up for community service club, Spirit Squad, and other climate based clubs/activities. Student mentors also work weekly with AMS students. All students have equal access to these clubs/activities, and all are driven by student input through interest based surveys.	We have expanded our student leadership class and intentionally created a diverse group of students. Our Homecoming Dance was completely student driven as we are intentionally focusing on capturing the voice of our students. In addition, our Caring and Sharing Week will be completely student driven by our leadership students. I will be meeting with a diverse group of students monthly for "Lunch with the Principal" to capture the voices of our student body.
		Action 2: Send high school and middle school students the ENews.	Students are informed.	Annette McAvoy	Students in AHS and AMS receive the District ENews every Monday.							
		Action 3: Provide high school and middle school students opportunities to volunteer at elementary school events by: creating a calendar of events and sharing it with student leadership groups; and, creating a SignUp Genius.	Increase in number of high school and middle school students volunteering at elementary school events.	Annette McAvoy	Refer to Goal 3, Strategy 7, Action 8							
		Action 4: Broaden broadcast journalism at the high and middle schools to engage students in communicating Avondale news. - Link with Marketing/Business students	Increase in number of student-created broadcasts.	Annette McAvoy	Due to certain circumstances this action step has been delayed.							
		Action 5: Expand opportunities for video production classes and/or clubs and charge students with producing promotional advertising pieces for Avondale – Digital Marketing. - Link with Marketing/Business students	Student-created video marketing pieces.	Annette McAvoy HS/MS	Due to certain circumstances this action step has been delayed.							
		Action 6: 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	The results from the Oakland County School Culture and Climate Surveys were shared with building principals. These surveys were distributed to staff, students, and parents in Spring 2017. We will be administering again this spring to determine growth as one measure in our culture/climate goal. Principals were asked to review and share with staff regarding perceptions around student voice, instruction, and overall perceptions of our students and community on our staff and schools. From Annette McAvoy: When I meet students I encourage them to share what is important to them by sending me comments, suggestions, stories, and pictures just by hitting "reply" to the ENews that I send them every week.							
		Action 7: Continue to send the message to students that they are important through mentorships, connections and investments. - Conduct student perceptual surveys	Students are comfortable at school and confident in their choices as evidenced through collected survey data.	ALL	From Annette McAvoy: When I meet students I encourage them to share what is important to them by sending me comments, suggestions, stories, and pictures just by hitting "reply" to the ENews that I send them every week.							