

Board Priority Goals for 2023-2024 School Year

Goal #1

Increase student growth measures within all challenged subgroups, in part, as a result from school support systems that prioritize 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
- Student Assessment (multiple forms)
- Curriculum Pacing; Use of/Adoption of Current Best Practice Resources
- 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, Here 4 U, other socio-emotional tools
- Use of Avondale Coaching Network
- Use of District Systemic Mental Health Protocols

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

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

Strategy 3: Document strategies that positively impact subgroups.

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

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

- **Measurement:** Grade level growth assessments in ELA and Math and resulting in classroom instructional planning and documentation to raise growth and proficiency targeting at least 1 year of growth for 1 year of instruction.
- **Measurement:** Grade level RIT growth scores on NWEA are expected at the level of national average at a minimum for all assessed grade levels in both ELA and Math.
- **Measurement:** ELL students should, at a minimum, meet their projected growth target for their level evidenced on the WIDA assessment.

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

At secondary, create a systemic support system for academically struggling students, documenting

plans and engagement strategies.

Measurement: Documentation of set identification protocols and planning.

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

Measurement: Documentation of TK/K and pre-K curriculum planning and transition meetings.

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

Measurement: Develop a system of growth tracking, servicing, and monitoring within the realm of social-emotional growth. Implement systemwide mental health and wellness protocols that are data-driven, comprised of district level supports and building level supports. Roll-out would start at secondary and move toward elementary. Systems incorporate staff as well as student supports for mental health and wellness. Involving a variety of leveled supports.

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

Measurement: Document strategies to connect with homes /families to engage for better attendance (relationship building).

Goal #2

Implementing strategies to increase access, equity, inclusion, belonging, and justice within Avondale's diversity.

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 LGBTQIA+ such as:

- Extended Learning Opportunities (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 (implementing in 23-24)
- Grading Practices and Protocols (continued K-12 implementation in 23-24)
- 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: Continue deliberate changes to Increasing ratio of hiring multicultural staff members that are representative of our student ethnic and LGBTQIA+ population. All staff- (Teachers, Paras, Secretaries, Bus drivers, Admin.).

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

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

- Employee training in awareness and identification of implicit bias.
- 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.
- Audit of policies, protocols, and practices within the district through a diversity, equity, inclusion, access, belonging, and justice lens. Audit leads to a systemic plan to improve upon gaps.

Measurement: Continued training of adults on building awareness (professional led, student led), establishing a District-wide Equity team.

Measurement: Examine existing structures and practices (Discipline, access to higher-level classes, etc.) to identify areas of discrepancy for improvement. Document training sessions/discussions/activities with staff, audits of building policies, procedures, and operations.

Measurement: Evidence of utilization of voice from varied and diverse groups within school and district decision-making.

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

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

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

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

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

Measurement: Implementation of Capturing Kids Hearts at AMS, the Here 4 U program (w/supports to the Youth Mental Health Council at HS), expansion of PBIS and Positivity Project district-wide.

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

Measurement: Changes to our school calendar to better represent the celebrations in our diverse community (Holi, Eid, etc.). Include greater recognition of cultural celebrations within our school

instruction.

Strategy 7: Continued growing TK-12 Standards-Based Assessment Practices in 23-24.

Measurement: Continue growth of a TK-12 standards-based system, with specific planning aimed at grades 6-8, completing the TK-12 framework.

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

Measurement: Documentation of Restorative Justice/Practices trainings throughout the school year.

Goal #3

Intentionally create and monitor a culture of community within the district/schools, and positive narrative outside 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. Prioritization with increased efforts in marketing, branding, and messaging with the outcome to grow a positive reputation of the district, particularly externally.

Strategy 1: Increase school of choice involvement in the community, folding into fabric of the community.

Measurement: Intentional efforts to extend invitations to SOC families for volunteering opportunities and attending/involvement in large events such as Homecoming, theatre productions, fine arts concerts and showcases.

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

Measurement: Feedback from constituency and those outside of the district. Examining evidence of changing perception of the district and schools from outside. Use of Facebook analytics, sending articles and messaging to targeted groups outside of district.

Measurement: Hosting of Realtor Breakfasts and Meetings.

Measurement: Information pushes to in-district students not attending Avondale.

Measurement: Information and initiatives (such as information nights, particularly near transition years) targeting families considering transferring out of the district.

Measurement: Prioritize SOC Early Childhood students into Avondale.

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

Measurement: Schools décor is student friendly, colorful, and evokes a sense of school spirit and engagement.

Measurement: Staff greeting students, families, and visitors are welcoming and have an attitude of customer service.

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

Measurement: Documented meetings that are inclusive of book study topics and trainings and include staff survey results at the conclusion of the year as to their feelings of effectiveness regarding classroom management because of this year-long study.

Strategy 5: Continued 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.

Strategy 6: Continued efforts to 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.

Measurement: Utilize testimonials and storytelling from Avondale Alumni (and current students/families) in publications and posts that underscore the value of the different pathways we offer in Avondale.

Measurement: Promote families to provide positive messaging on school rating apps (example: Niche) whose school scores are largely based on perceptions/experiences that are submitted.

Measurement: Utilize geofencing regarding targeted marketing, sharing Alumni and current families' stories of various positive aspects of Avondale outside of the district.

