



Auburn School District

STRATEGIC COMPREHENSIVE PLAN | 2009-2012

Engage Educate Empower
Auburn School District

Auburn School District

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Auburn School District

Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

Vision

The vision of Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

Beliefs

We, the stakeholders of the Auburn School District, are committed to the learning of each student and to narrow the achievement gaps by:

- Providing a strong foundation of experiences and a clear and shared focus within the district that leads to the acquisition and application of a body of knowledge and skills by all students.
- Ensuring each student receives purposeful instruction that is distinguished by high expectations, differentiated by need, driven by assessment and aligned with Washington State standards.
- Providing accountable leadership that demonstrates visibility in schools, creates unity of purpose in improving student learning, and effectively manages resources to meet student learning needs.
- Developing collaborative relationships that include mutual trust and respect within schools, between schools, and between schools and the central office.
- Promoting shared responsibility for student achievement through frequent monitoring of student progress and continuous improvement within the educational program.
- Investing in professional development to support the district focus, school improvement plans and individualized professional growth plans.
- Enhancing a climate that embraces diversity and fosters safety, respect, responsibility, cooperation, honesty, perseverance and tolerance.
- Providing teachers with tools to identify at-risk and gifted learners so that a challenging, flexible and innovative educational environment can be developed that meets the needs of each student.
- Encouraging family, school, community members and early learning providers as ongoing partners to ensure students begin school prepared with a strong foundation of experiences.
- Engaging the student, family, school and community as ongoing partners who share the responsibility for the learning environment.

2009-2012

Auburn School District Strategic Improvement Plan

Introduction

The Auburn School District Board of Directors recognizes the essential contributions of long-range planning to the efficient operation of a quality educational program. The board has engaged in strategic planning and school improvement practices for many years to address the number one priority of the district: “student academic achievement.”

On January 8, 2002, the federal No Child Left Behind Act (NCLB) was enacted into law. The major focus of NCLB is to provide all children with a fair, equal and significant opportunity to obtain a high-quality education. Districts and schools must accelerate their progress and extend opportunities to every student. All states must test students every year to ensure they are learning key reading and mathematics skills.

NCLB requires that districts and schools will have a certain and growing percentage of their students “meeting proficiency” on the state assessments each year, so that 100 percent of students in all schools will be proficient in reading and mathematics by 2014. The law mandates that each state develop learning goals and a state-wide assessment system. The law also requires standards and measures to be developed to evaluate student performance in science. In addition to measuring academic achievement in reading and mathematics, NCLB requires other indicators of student performance. The on-time graduation rate must be used for high school students in Washington. The additional indicator for middle and elementary schools is the unexcused absence rate.

As part of its commitment to education reform, the state of Washington developed grade-level student learning standards, an assessment system and established requirements for graduation. The state also created and implemented a school and district improvement planning process with resources to assist districts. It has become increasingly clear that the role of the school district in supporting, leading and guiding individual school change within a systemic framework is vital. To help districts in their improvement efforts, the state completed a study to better understand how district-level policies, programs and practices impact the improvement of student learning. Four categories of improvement were identified: effective leadership, quality teaching, support for system-wide improvement, and clear and collaborative relationships. In recommending these components as considerations for self-study, the state recognizes districts are complex systems, and, therefore, the four categories should not be viewed as hardened prescriptions but rather as a guide for the improvement process.

In August 2008, the Auburn School District Board of Directors authorized a committee to develop a strategic improvement plan to address the learning needs of all students and to narrow the achievement gaps. The strategic planning committee represents a diverse group of stakeholders comprised of teachers, administrators, parents, community members and consultants. The committee studied demographic, achievement, graduation and attendance data. Extensive perceptual surveying of staff, students, parents and the community was conducted and aligned to the Nine Characteristics of High Performing Schools. Through the use of student-focused discussion groups, the student voice was intentionally sought and included in the committee’s work.

The committee’s extensive analysis of the data and deliberation led to the three-year district strategic improvement plan that follows.

2009-2012 Auburn School District Strategic Improvement Plan

Executive Summary

The Auburn School District Strategic Improvement Plan provides a framework through which the district will support the schools in ensuring the academic success of each student. The district plan signals the start of a collaborative process that links the vision and goals set forth by the district with the school improvement plans developed by the buildings. The process emphasizes continuous improvement that engages all stakeholders in the quest to improve learning for all students. The district defines the “what,” or destination, and the schools determine the “how,” or the best approach to get there. This is a shared commitment to accountability based on collaborative structures to improve learning for each student.

The framework of the district plan supports student achievement through the formation of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry and nurturing leadership. The district plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians and community, which is characterized by trust and mutual respect.

The district plan sets the expectation that each student—regardless of ethnicity, language, disability or income level—can achieve high standards. Strategies incorporated into this improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and be successful beyond high school.

District Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

District Beliefs

The district improvement plan establishes belief statements that declare the commitment of Auburn stakeholders to improve learning for each student and to narrow the achievement gaps within the district. The beliefs developed by the improvement committee parallel the principles embedded in the Nine Characteristics of High Performing Schools.

The improvement plan contains four goals each with objectives, strategies, evidence of outcomes and established timelines. The four goals and accompanying objectives are:

GOAL 1: Student Achievement

With district support, leadership and guidance, each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

Objective 1.a Professional Learning Communities

Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions and extended learning.

Objective 1.b School Improvement Plans

School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming subgroups.

Objective 1.c K-12 Standards-Based Focus

Schools implement standards-based teaching and learning.

GOAL 2: Dropout Rate and On-Time Graduation

Schools will reduce dropout rates and meet additional AYP indicators as determined by K-8 attendance and high school on-time graduation rates.

Objective 2.a Reduce Dropout Rates

Schools implement prevention, intervention and retention strategies to reduce student dropouts.

Objective 2.b On-Time High School Graduation

High schools increase on-time graduation.

GOAL 3: Parents/Guardians and Community Partnerships

The district and schools will continue to develop partnerships to support student academic achievement and success.

Objective 3.a Public Relations

District employees contribute to a respectful and welcoming environment.

Objective 3.b Communication to Parents/Guardians

The district and schools communicate academic expectations, student progress and support for student learning to maximize parent/guardian involvement in student academics.

Object 3.c Partnerships

The district and schools develop new and strengthen existing partnerships to promote student achievement.

GOAL 4: Policies and Resource Management

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

Objective 4.a Fiscal Stability and Resource Allocation

The district provides fiscal stewardship and alignment of resources to support student achievement.

Objective 4.b Policies and Procedures

The district's policies and procedures support student achievement.

Objective 4.c Safe Schools

Student achievement is fostered through safe learning and work environments.

Objective 4.d Technology

The district and schools promote student achievement through expanded use of technology.

The district strategic improvement plan addresses the number one priority of the district: "to improve student achievement and narrow the achievement gaps." The district plan is designed to align instruction with learning standards, promote and sustain professional learning community structures, reduce dropout rates, increase on-time graduation, leverage partnerships with parents/guardians and the community, and focus district policies and resources on student learning.

GOAL 1: Student Achievement

With district support, leadership and guidance, each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

Objectives and Strategies	Evidence
Objective 1.a Professional Learning Communities	
Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions and extended learning.	Schools have functioning Professional Learning Communities in place.
Strategies:	
1.a.1 Establish Professional Learning Communities at each school.	1.a.1 Schools have master schedules clearly identifying time for Professional Learning Communities.
1.a.2 Establish district-identified power standards for each grade level and content area.	1.a.2 Power standards are published for math, science, reading, writing and communication by September 2009 and other content areas by 2011.
1.a.3 Develop common formative assessments aligned to the power standards that prepare students for summative assessments.	1.a.3 Common assessments are posted to the district Intranet as they are created.
1.a.4 Implement a pyramid of interventions at each school to address students not meeting standard.	1.a.4 At a minimum, schools report three times a year to the Department of Student Learning the number of students receiving interventions and show an increase of 10% in the number of students at or above grade level as indicated by DIBELS, MAPs and/or a reduction in the numbers of Ds and Fs.
1.a.5 Establish extended learning models at each school to address students who are at or beyond standard.	1.a.5 At a minimum, schools report three times a year to the Department of Student Learning the models of extended learning that have been developed, the number of students receiving services, the percent of students at/or above grade level as indicated by DIBELS, MAPs and ninth graders earning three credits toward graduation.
1.a.6 Implement staff development on Professional Learning Communities, research-based instructional strategies, power standards, common formative and summative assessments, interventions and extended learning.	1.a.6 Focus of professional development days and School Professional Development and Technology Implementation Plans (PDTIP).
Objective 1.b School Improvement Plans	
School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming subgroups.	School improvement plans are reviewed annually by the Departments of Student Learning and School Programs (one-third of schools participate in an on-site review, one-third of schools make a formal presentation of their plan and one-third of schools submit a summary describing the implementation of their plan). A district review schedule will be provided to the schools by May 15 or the current school year.

Objectives and Strategies	Evidence
Objective 1.b School Improvement Plans	
Strategies:	
1.b.1 Develop and submit school improvement plans modified in accordance with student achievement data aligned to the district strategic improvement plan and the Nine Characteristics of High Performing Schools.	1.b.1 Improvement plans are submitted to the Department of Student Learning by October 15 each school year.
1.b.2 Implement professional development programs that are based upon needs established in school improvement plan.	1.b.2 Focus of School Professional Development and Technology Implementation Plans (PDTIP) submitted to the Department of Student Learning on October 15 of each school year.
1.b.3 Provide staff development for principals and school improvement teams on the improvement planning process; district, state and federal requirements; and the Nine Characteristics of High Performing Schools.	1.b.3 Included as a focus of professional development days (one-third of schools will be trained each school year on school improvement planning).
Objective 1.c K-12 Standards-Based Focus	
Schools implement standards-based teaching and learning.	District-identified power standards, assessments, instruction, reporting and professional development are aligned to standards.
Strategies:	
1.c.1 Communicate district-identified power standards developed for each grade level and content area.	1.c.1 Communication of district-identified power standards to teachers, students, parents/guardians and community in multiple mediums and predominant languages.
1.c.2 Use district-identified power standards developed for each grade level and content area.	1.c.2 Power standards are reflected in lesson design, common assessments, student work and reporting.
1.c.3 Monitor student learning and adjust instruction to ensure achievement of district-identified power standards.	1.c.3 Formative and summative assessments will adjust instruction.
1.c.4 Develop a standards-based reporting tool aligned with consistent grading practices.	1.c.4 Reporting tool developed and grading practices established, piloted and implemented district-wide.
1.c.5 Implement staff development for standards-based instruction and reporting.	1.c.5 Focus of professional development days and School Professional Development and Technology Implementation Plans (PDTIP).
1.c.6 Ensure all students receive exemplary instruction differentiated to meet the needs of individual learners.	1.c.6 Instructional rubrics are developed and used by administrator and teacher teams to identify the indicators of exemplary instruction.

GOAL 2: Dropout Rate and On-Time Graduation

Schools will reduce dropout rates and meet additional Adequate Yearly Progress indicators as determined by K-8 attendance and high school on-time graduation rates.

Objectives and Strategies	Evidence
Objective 2.a Reduce Dropout Rates	
Schools implement prevention, intervention and retention strategies to reduce student dropouts.	The number of students passing courses and earning credits toward graduation increases by 10% each year.
Strategies:	
2.a.1 Expand partnerships with parents and local childcare providers for school readiness.	2.a.1 A 10% increase in partnerships with early childhood providers each year (currently 25 providers are participating).
2.a.2 Increase full-day kindergarten class offerings.	2.a.2 A one section increase in full-day kindergarten offerings each year; funded through tuition or state monies.
2.a.3 Support student transitions from kindergarten through grade 12 by developing a database for monitoring students exhibiting at-risk indicators to include attendance, academic, health, social, economic and disciplinary challenges.	2.a.3 Database is developed for monitoring at-risk students.
2.a.4 Develop and implement a pyramid of early intervention strategies to support students identified to be at-risk of failure or dropping out of school.	2.a.4 A pyramid of early intervention strategies is developed and implemented for at-risk students.
2.a.5 Coordinate resources available for students identified at-risk of failure or dropping out of school.	2.a.5 A directory of school and community resources and services is available to students at-risk of failure or dropping out of school.
2.a.6 Maintain a list of students who have dropped out of school and those who have been retrieved.	2.a.6 Document communication with students who have dropped out of school (and their parents/guardians) at least one time each quarter for the purpose of retrieval.
2.a.7 Develop mandatory extended day/year learning opportunities for students not at standard for promotion or graduation that are based on successful programs and research.	2.a.7 Ad-Hoc Committee established to evaluate performance data of current intervention programs offered in the Auburn School District and within other districts (during school hours, before and after school, evenings, weekends and summers).
2.a.8 Provide access to parents/guardians regarding daily student attendance through the Skyward Family Access attendance system and telephone communication at all schools.	2.a.8 Skyward Family Access opened at all grade levels and schools; the annual average of parents accessing Family Access increases to 50% or more of the school's student population.
2.a.9 Provide district-wide staff development for dropout prevention, intervention and retrieval.	2.a.9 Focus of professional development days and School Professional Development and Technology Implementation Plans (PDTIP).

Objectives and Strategies	Evidence
Objective 2.b On-Time High School Graduation	
High schools will increase on-time graduation.	Data indicates progress of all high schools to a 95% on-time graduation rate.
Strategies:	
2.b.1 Increase student, staff and parent awareness of graduation requirements.	2.b.1 Request CEE include a question on the parent survey regarding clear communication of graduation requirements.
2.b.2 Utilize technology to track and communicate progress toward graduation.	2.b.2 Skyward Graduation Requirement Module used to monitor credits toward graduation, progress on culminating portfolio, High School and Beyond Plan and WCAP, and made available electronically to staff, parents/guardians and students.
2.b.3 Implement early interventions for students not on track for on-time graduation.	2.b.3, 4, 5 Potential for on-time graduation is assessed at the end of the fall semester for each student at grades 9, 10 and 11; students not deemed on-time for graduation are addressed with interventions.
2.b.4 Create a range of options and opportunities, including online learning, for students to attain, retrieve and/or recapture credit with focus at grade 8 and 9.	
2.b.5 Provide in-house and/or community credit alternatives to continue learning for students who have been suspended.	
2.b.6 Develop and implement mandatory extended day/year programs for students not on-time for graduation based on successful programs and research.	2.b.6 District School Improvement Ad-Hoc Committee established to inventory current credit retrieval and intervention programs offered within the Auburn School District and in other districts (during school hours, before and after school, evenings, weekends and summers).
2.b.7 Provide staff development for counselors, administrators and teachers to track progress toward on-time graduation.	2.b.7 Focus of professional development days and School Professional Development and Technology Implementation Plans (PDTIP).

GOAL 3: Parents/Guardians and Community Partnerships

The district and schools will continue to develop partnerships to support student academic achievement and success.

Objectives and Strategies	Evidence
Objective 3.a Public Relations	
District employees contribute to a respectful and welcoming environment.	Using the results of the 2008-09 CEE Parent Perception Survey (Parent and Community Involvement and High Levels of Collaboration and Communication sections) as a baseline, district attains a 90% positive rating with the combined totals of the "Almost Always" and "Often True" responses. CEE parent survey is conducted every other year beginning in the fall of 2010.
Strategies:	
3.a.1 Provide staff training focused on positive and respectful interpersonal relationships.	3.a.1, 2 Focus of professional development days and School Professional Development and Technology Implementation Plans (PDTIP).
3.a.2 Provide staff training in cultural awareness, responsiveness, appreciation and parent engagement.	
3.a.3 Disseminate essential communications in multiple mediums and predominant languages.	3.a.3 District and schools provide essential communication in multiple mediums and predominant languages.
3.a.4 Communicate with diverse community organizations to increase parent/guardian engagement in student learning.	3.a.4 Participation in community cultural roundtables and focus groups with key community leaders representing at-risk students.
Objective 3.b Communication to Parents/Guardians	
The district and schools communicate academic expectations, student progress and support for student learning to maximize parent/guardian involvement in student academics.	Using the results of the 2008-09 CEE Parent Perception Survey "Overall Parent Summary" as a baseline, district attains a 90% positive rating with the combined totals of the "Almost Always" and "Often True" responses. CEE parent survey is conducted every other year beginning in the fall of 2010.
Strategies:	
3.b.1 Inform parents/guardians regarding programs, school policies, graduation requirements, and district and school improvement progress through various mediums.	3.b.1 Using the results of the 2008-09 CEE Parent Perception Survey "Overall Parent Summary" as a baseline, district attains a 90% positive rating with the combined totals of the "Almost Always" and "Often True" responses. CEE parent survey is conducted every other year beginning in the fall of 2010.
3.b.2 Update and integrate district and school websites to become a primary communication tool for parents/guardians.	3.b.2 District and school websites updated, active and current throughout the school year with information to academically assist students and parents/guardians.
3.b.3 Develop a district-wide high school course catalog.	3.b.3 District-wide parent/guardian and student-friendly high school course catalog is developed; request CEE include a question on the parent and student surveys regarding the ease of use of the high school course catalog; district attains a 90% positive rating on this newly added question.

Objectives and Strategies	Evidence
3.b.4 Establish Skyward Family Access for all parents/guardians including access to student grades and attendance at each grade level and at each school.	3.b.4 Skyward Family Access usage increases to equal 50% or more of the school's student population.
3.b.5 Deliver scheduled K-12 progress reports and report cards to parents/guardians through a medium meeting their delivery needs.	3.b.5 Progress reports and report cards are delivered to all parents/guardians.
3.b.6 Conduct student-led conferences in grades 8-12.	3.b.6 Student-led conferences for students in grades 8-12 with implementation established by the schools.
Objective 3.c Partnerships	
The district and schools develop new, and strengthen existing, partnerships to promote student achievement.	A database is established listing the existing business and community partnerships, and develop new and strengthen existing partnerships.
3.c.1 Increase partnerships with business and community organizations to promote meaningful school-to-work opportunities for at-risk students, such as service learning, job shadows, mentorships, internships, and career and college fairs.	3.c.1, 2 Increase partnerships and investments that address student academic achievement for at-risk students by 10%.
3.c.2 Encourage investments and partnerships with government, businesses and community organizations for academic scholarships and academic rewards, and to address school and program needs.	



GOAL 4: Policies and Resource Management

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

Objectives and Strategies	Evidence
Objective 4.a Fiscal Stability and Resource Allocation	
The district provides fiscal stewardship and alignment of resources to support student achievement.	The district is fiscally sound and resources are aligned to support student achievement.
Strategies:	
4.a.1 Effectively manage local, state and federal resources.	4.a.1, 2, 3, 4 District budget resources are aligned annually with student achievement data.
4.a.2 Align district and school financial resources to the district and school improvement plans.	
4.a.3 Prioritize federal, state and local funding to promote student achievement.	
4.a.4 Align and generate grant resources to support the district and school improvement plans.	
4.a.5 Establish an education foundation to support the needs of the district.	4.a.5 New funding sources from grants or foundations to support student achievement goals and district needs are received.
Objective 4.b Policies and Procedures	
District policies and procedures support student achievement.	Policies and procedures are reviewed for focus on student achievement.
4.b.1 Recruit, hire and retain certificated and classified staff who are representative of the district's diversity.	4.b.1 Percentage of staff reflects the district's diversity.
4.b.2 Increase district support for teachers desiring to complete National Board Certification.	4.b.2 Number of teachers with National Board Certification increases from 19 currently to 40.
4.b.3 Explore modification of the school year calendar to support student performance and the retention of learning.	4.b.3 School year calendar aligns with best practices to support academic learning and retention.
4.b.4 Establish standards-based curriculum, instruction and assessment review cycle.	4.b.4 Curriculum, instruction and assessment review cycles are produced, published and disseminated with school board approval.
4.b.5 Explore alignment of the administrator and teacher evaluation criteria with standards-based teaching and learning.	4.b.5 Current evaluation criteria are aligned with standards.
4.b.6 Establish instructional academic leadership for administrators and teachers.	4.b.6 Leadership academics are established.
4.b.7 Support challenged schools with enhanced resources, such as budget allocation and staffing.	4.b.7 Budget supports challenged schools with enhanced resources.

Objectives and Strategies	Evidence
Objective 4.c Safe Schools	
Student achievement is fostered through safe learning and work environments.	Using the results of the “Supportive Learning Environment” category of the 2008-09 CEE survey as a baseline (student question “I feel safe at school” and parent question “My child feels safe at this school”), the district attains an 80% positive rating with the combined totals of the two questions. CEE student and parent surveys are conducted every other year beginning in the fall of 2010; results of the Healthy Youth Survey indicate decreased incidences of bullying, harassment, drug use and gang behavior.
Strategies:	
4.c.1 Implement ongoing anti-bullying/harassment plans at each school.	4.c.1 Strategies to reduce bullying/harassment are included in school improvement plans.
4.c.2 District policies and procedures are in place to prevent and reduce substance abuse.	4.c.2 Policies and procedures are reviewed for prevention and reduction of substance abuse.
4.c.3 Implement gang awareness, intervention strategies and education.	4.c.3 Training for school staff and administrators on gang awareness.
Objective 4.d Technology	
The district and schools promote student achievement through expanded use of technology.	Technology support and infrastructure is consistent with the three-year district technology plan.
Strategies:	
4.d.1 Increase use of technology to disseminate information to parents/guardians regarding student attendance and academic reporting.	4.d.1 The annual average of parents using Skyward Family Access increases to equal 50% or more of the school’s student population.
4.d.2 Educate parents/guardians to become engaged in the use of technology to monitor their student’s academic achievement	4.d.2 Information disseminated using district and school newsletters, posted to district and school websites, and communicated during open house and curriculum fairs.
4.d.3 Provide ongoing professional development in the use of technology for all staff.	4.d.3, 4 A staff survey is developed to collect data on staff technology proficiency skills for instruction, assessment and student progress.
4.d.4 Utilize technology to support instruction, deliver local and state assessments, track student progress and to store longitudinal data for instructional decision.	Technology professional development needs to become a focus of professional development days and School Professional Development and Technology Implementation Plan (PDTIP).

GLOSSARY OF TERMS:

AYP	Adequate Yearly Progress: A measurement defined by the United States Federal No Child Left Behind Act that allows the US Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.
At-Risk Students	Students who are at-risk of failing or dropping out of school due to academic, attendance, health, social, economic and disciplinary challenges.
CBA	Classroom Based Assessments: State assessments built from the State's learning standards. They are to be delivered by the teacher in the classroom in social studies and health/fitness.
CBPA	Classroom Based Performance Assessments: State assessments built from the State's learning standards. They are to be delivered by the teacher in the classroom in the arts.
CEE	Center for Educational Effectiveness, Inc. Redmond, Washington
Common Assessment	An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course.
DIBELS	Dynamic Indicators of Basic Early Literacy Skills: A reading fluency assessment.
Exemplary Classroom Instruction	Teaching that includes a clear purpose or objective, builds on background knowledge, monitors learning and reflects high expectation. It also employs strategies that encourage metacognition (thinking about thinking), active engagement, collaboration of students, and closure to promote reflection and self-evaluation.
Formative Assessment	An assessment for learning used to advance and not merely monitor each student's learning.
Healthy Youth Survey	Washington State has been giving the Healthy Youth Survey for over a decade; data from this survey is broken down by school district and school for grades 6, 8, 10 and 12. This data is used by school districts to plan for drug/alcohol prevention and intervention activities.
HPE	High School Proficiency Exam: The State high school graduation assessment; part of the Washington Comprehensive Assessment Program (WCAP).
MAP	Measurement of Academic Progress: A computer-delivered mathematics and reading assessment used in the Auburn School District with students in grades 2-10.
MSP	Measurement of Student Progress: The State assessment for students in grades 3-8; part of the Washington Comprehensive Assessment Program (WCAP).
On-Time Graduation	On-time graduation is a measure of on-time completion (students who take only four years to complete high school 9-12).
OSPI	Office of Superintendent of Public Instruction: Education agency for the State of Washington.
National Board Certification	A nationally recognized advanced certification for teachers based on high and rigorous standards.
Nine Characteristics of High Performing Schools	Research conducted by OSPI found that high performing schools tend to have a combination of nine common characteristics: a clear and shared focus; high standards and expectations for all students; effective school leadership; high levels of collaboration and communication; curriculum, instruction and assessments aligned with State standards; frequent monitoring of learning and teaching; focused professional development; a supportive learning environment; and high levels of parent and community involvement.
NCLB	No Child Left Behind Act: On January 8, 2002, the federal No Child Left Behind Act (NCLB) was enacted into law. The major focus of NCLB is to provide all children with a fair, equal and significant opportunity to obtain a high-quality education.
PDTIP	Professional Development and Technology Implementation Plan: A form each school completes annually that outlines the professional development activities the school staff will participate in during the school year.

GLOSSARY OF TERMS, Continued:

Power Standards	In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards.
Professional Learning Communities	Educators committed to working collaboratively in ongoing processes of using data and collective inquiry to achieve better results for the students they serve.
Researched-Based Instructional Strategies	Connecting researched recommendations to practice for improving classroom instruction.
Rubric	A tool based on a set of criteria and standards to identify levels of proficiency.
School Improvement Plan	A written plan that outlines the process each school uses to ensure all students are achieving at high levels.
Skyward Family Access	Skyward is a web-based tool for authorized parents/guardians to access their student's school records and information electronically.
Stakeholders	Individuals who have interests in school and community.
Student-Led Conferences	An academic progress conference led by the student who shares his or her learning with the parent/guardian and teacher.
Summative Assessment	An assessment of learning designed to provide a final measure to determine if learning goals have been met.
Three-Year District Technology Plan	A three-year plan outlining the implementation of technology infrastructure, hardware, software and professional development within a school district.
Underperforming Subgroups	Students identified in the No Child Left Behind Act including American Indian, Asian, Pacific Islander, Black, Hispanic, White, special education, limited English and low-income.
Uniform Bar	Charts produced by OSPI identifying the percentages of students who must reach proficiency on the State assessments each year for Adequate Yearly Progress purposes. Uniform bars are established for grades 3-5 combined at the elementary level, grades 6-8 combined at the middle school level, and grade 10 at the high school level. The uniform bar increases every three years until 2014 when 100% of students must be proficient on the State assessments.
WCAP	Washington Comprehensive Assessment Program: Includes the MSP, HPE, and CBAs and CBPAs in social studies, arts and health/fitness.



Auburn School District

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