

# 2009 – 2012

## Auburn School District Strategic Improvement Plan



Adopted by the Auburn School Board of Directors on Monday, April 13, 2009

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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, 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 on-going partners to ensure students begin school prepared with a strong foundation of experiences.
- Engaging the student, family, school, and community as on-going partners who share the responsibility for the learning environment.

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## 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 No Child Left Behind 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 were 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.

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## 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 that 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 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 sub-groups.

**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 Adequate Yearly Progress 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.

**Objective 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 by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

Objectives and Strategies	Evidence	Responsible	School Year
<b>Objective 1.a Professional Learning Communities</b>			
Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions, and extended learning.	1.a. Schools have functioning Professional Learning Communities in place	1.a. Superintendent, Cabinet, and Department of Student Learning	1.a. 2009-2010
<b>Strategies:</b>			
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.1 Principals and Teachers	1.a.1 2009-2010 2010-2011 2011-2012
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.2 District Curriculum Committees	1.a.2 2009-2010 2010-2011 2011-2012
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.3 Department of Student Learning, Principals, and Teachers	1.a.3 2009-2010 2010-2011 2011-2012
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 D's and F's	1.a.4 Principals and Teachers	1.a.4 2010-2011 2011-2012
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/above grade level as indicated by DIBELS, MAPs, and ninth graders earning three credits toward graduation	1.a.5 Principals and Teachers	1.a.5 2010-2011 2011-2012

Objectives and Strategies	Evidence	Responsible	School Year
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 Form)	1.a.6 Department of Student Learning and Principals	1.a.6 2009-2010 2010-2011 2011-2012
<b>Objective 1.b School Improvement Plans</b>			
School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming sub-groups.	1.b. School improvement plans are reviewed annually by the Departments of Student Learning and School Programs (1/3 of schools participate in an on-site review, 1/3 of schools make a formal presentation of their plan, and 1/3 of schools submit a summary describing the implementation of their plan). A district review schedule will be provided to the schools by May 15 of the current school year.	1.b. Departments of Student Learning and School Programs	1.b. 2009-2010 2010-2011 2011-2012
<b>Strategies:</b>			
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.1 Principals and School Improvement Teams	1.b.1 2009-2010 2010-2011 2011-2012
1.b.2 Implement professional development programs that are based upon needs established in school improvement plans	1.b.2 Focus of School Professional Development and Technology Implementation Plans (PDTIP Form) submitted to the Department of Student Learning on October 15 of each school year	1.b.2 Principals and School Improvement Teams	1.b.2 2009-2010 2010-2011 2011-2012
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 (1/3 of schools will be trained each school year on school improvement planning)	1.b.3 Departments of Student Learning and School Programs	1.b.3 2009-2010 2010-2011 2011-2012

Objectives and Strategies	Evidence	Responsible	School Year
<b>Objective 1.c K-12 Standards-Based Focus</b>			
Schools implement standards-based teaching and learning.	1.c. District-identified power standards, assessments, instruction, reporting, and professional development are aligned to standards	1.c. Departments of Student Learning and School Programs, Principals, and Teachers	1.c. 2009-2010 2010-2011 2011-2012
<b>Strategies:</b>			
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.1 Department of Student Learning and District Curriculum Committees	1.c.1 2009-2010 2010-2011 2011-2012
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.2 Principals and Teachers	1.c.2 2009-2010 2010-2011
1.c.3 Monitor student learning and adjust instruction to assure achievement of district-identified power standards	1.c.3 Formative and summative assessments will adjust instruction	1.c.3 Principals and Teachers	1.c.3 2009-2010 2010-2011 2011-2012
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.4 Standards-Based Report Card Committee	1.c.4 2011-2012
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 Form)	1.c.5 Department of Student Learning, Principals, and Information Technology	1.c.5 2009-2010 2010-2011 2011-2012
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	1.c.6 Departments of Student Learning and School Programs, Principals, and Teachers	1.c.6 2010-2011 2011-2012

**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 high school graduation rates.

Objectives and Strategies	Evidence	Responsible	School Year
<b>Objective 2.a Reduce Dropout Rates</b>			
Schools implement prevention, intervention, and retention strategies to reduce student dropouts.	2.a. The number of students passing courses and earning credits toward graduation increases by 10% each year	2.a. Student Services, Departments of Student Learning and School Programs, and Principals	2.a. 2009-2010 2010-2011 2011-2012
<b>Strategies:</b>			
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 twenty-five providers are participating)	2.a.1 Department of Student Learning	2.a.1 2009-2010 2010-2011 2011-2012
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.2 Department of Student Learning	2.a.2 2009-2010 2010-2011 2011-2012
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.3 Principals and Counselors	2.a.3 2010-2011
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.4 Principals and Case Study Teams	2.a.4 2010-2011 2011-2012
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.5 Department of Special Student Services, Principals, Counselors, and Case Study Teams	2.a.5 2010-2011
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.6 Department of Student Services, Principals, and Counselors	2.a.6 2010-2011 2011-2012

Objectives and Strategies	Evidence	Responsible	School Year
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 Adhoc 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.7 School Improvement Adhoc Committee and Counselors	2.a.7 2010-2011
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; annual average of parents accessing Family Access increases to 50% or more of the school's student population	2.a.8 Departments of Student Learning and School Programs, Information Technology, Principals, Attendance Deans, and Teachers	2.a.8 2010-2011 2011-2012
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 Form)	2.a.9 Counselors and Department of Student Learning	2.a.9 2010-2011 2011-2012
<b>Objective 2.b On-time High School Graduation</b>			
High Schools will increase on-time graduation.	2.b. Data indicates progress of all high schools to a 95% on-time graduation rate	2.b. Departments of Student Learning and School Programs	2.b. 2009-2010 2010-2011 2011-2012
<b>Strategies:</b>			
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.1 Department of Student Learning, Principals, and Counselors	2.b.1 2010-2011
2.b.2 Utilize technology to track and communicate progress towards 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.2 Department of Student Learning, Information Technology, Principals, and Counselors	2.b.2 2009-2010 2010-2011 2011-2012
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.3, 4, 5 Principals, Teachers, and Counselors	2.b.3, 4, 5 2009-2010 2010-2011 2011-2012
2.b.4 Create a range of options and opportunities, including online learning, for students to attain, retrieve, or recapture credit with focus at grade 8 and 9			

Objectives and Strategies	Evidence	Responsible	School Year
2.b.5 Provide in-house and/or community credit alternatives to continue learning for students who have been suspended	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.3, 4, 5 Principals, Teachers, and Counselors	2.b.3, 4, 5 2009-2010 2010-2011 2011-2012
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 Adhoc 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.6 District School Improvement Adhoc Committee and Counselors	2.b.6 2011-2012
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 Form)	2.b.7 Department of Student Learning and Information Technology	2.b.7 2009-2010 2010-2011 2011-2012

<b>GOAL 3: Parents/Guardians and Community Partnerships</b>			
<i>The district and schools will continue to develop partnerships to support student academic achievement and success.</i>			
<b>Objectives and Strategies</b>	<b>Evidence</b>	<b>Responsible</b>	<b>School Year</b>
<b>Objective 3.a Public Relations</b>			
District employees contribute to a respectful and welcoming environment.	3.a Using the results of the 2008-09 CEE Parent Perception Survey (Parent and Community Involvement and High Levels of Collaboration & 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	3.a All Department Supervisors and Principals	3.a 2010-2011
<b>Strategies:</b>			
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 Form)	3.a.1, 2 All Department Supervisors and Principals	3.a.1, 2 2009-2010 2010-2011 2011-2012
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.3 District Office and Schools	3.a.3 2009-2010 2010-2011 2011-2012
3.a.4 Communicate with diverse community organizations to increase parent/guardian engagement in student learning	3.a.4 Participation in community cultural round-tables and focus groups with key community leaders representing at-risk students	3.a.4 Departments of Student Learning and School Programs, Principals, and Teachers	3.a.4 2009-2010 2010-2011 2011-2012
<b>Objective 3.b Communication to Parents/Guardians</b>			
The district and schools communicate academic expectations, student progress, and support for student learning to maximize parent/guardian involvement in student academics.	3.b 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. Department of Student Learning and Principals	3.b. 2010-2011
<b>Strategies:</b>			
3.b.1 Inform parents/guardians regarding programs, school policies, graduation requirements, and district and school improvement progress through various mediums	3.b.1 Information disseminated annually within district and school newsletters, posted to district and school websites, communicated during open house and parent meetings	3.b.1 Public Information Office, Principals, and Teachers	3.b.1 2009-2010 2010-2011 2011-2012

Objectives and Strategies	Evidence	Responsible	School Year
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.2 Public Information Office and Principals	3.b.2 2009-2010 2010-2011 2011-2012
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	3.b.3 Department of Student Learning, Principals, and High School Curriculum and Instructional Subcommittee	3.b.3 2011-2012
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.4 Department of Student Learning, Information Technology, Principals, and Teachers	3.b.4 2010-2011 2011-2012
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.5 Principals and Teachers	3.b.5 2009-2010 2010-2011 2011-2012
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	3.b.6 Principals, Teachers, and Students	3.b.6 2011-2012
<b>Objective 3.c Partnerships</b>			
The district and schools develop new, and strengthen existing, partnerships to promote student achievement.	3.c A database is established listing the existing business and community partnerships, develop new and strengthen existing partnerships	3.c Departments of Student Learning and School Programs, and Principals	3.c 2010-2011
<b>Strategies:</b>			
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.1, 2 Departments of Student Learning and School Programs, and Principals	3.c.1, 2 2011-2012
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			

<b>GOAL 4: Policies and Resource Management</b>			
The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.			
<b>Objectives and Strategies</b>	<b>Evidence</b>	<b>Responsible</b>	<b>School Year</b>
<b>Objective 4.a Fiscal Stability and Resource Allocation</b>			
The district provides fiscal stewardship and alignment of resources to support student achievement.	4.a The district is fiscally sound and resources are aligned to support student achievement	4.a Superintendent, Cabinet, and Department of Business and Operations	4.a 2009-2010 2010-2011 2011-2012
<b>Strategies:</b>			
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.1, 2, 3, 4 Superintendent, Cabinet, Department of Business and Operations, and Public Information Office	4.a.1,2,3,4 2009-2010 2010-2011 2011-2012
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	4.a.5 Community and School District Task Force	4.a.5 2011-2012
<b>Objective 4.b Policies and Procedures</b>			
District policies and procedures support student achievement.	4.b Policies and procedures are reviewed for focus on student achievement	4.b Superintendent and Cabinet	4.b 2010-2011 2011-2012
<b>Strategies:</b>			
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.1 Superintendent, Human Resources, Department of School Programs, and Principals	4.b.1 2009-2010 2010-2011 2011-2012
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.2 Superintendent, Human Resources, Department of Student Learning, and Principals	4.b.2 2011-2012

Objectives and Strategies	Evidence	Responsible	School Year
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.3 Superintendent, Cabinet, Human Resources, Department of School Programs, and Principals	4.b.3 2010-2011 2011-2012
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.4 Superintendent, Cabinet, and Department of Student Learning	4.b.4 2009-2010 2010-2011 2011-2012
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.5 Human Resources, Departments of Student Learning and School Programs, and Teacher and Principal Associations	4.b.5 2010-2011
4.b.6 Establish instructional leadership academies for administrators and teachers	4.b.6 Leadership academies are established	4.b.6 Departments of Student Learning and School Programs	4.b.6 2010-2011
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	4.b.7 Superintendent, Cabinet, Department of Business and Operations, and Human Resources	4.b.7 2009-2010 2010-2011 2011-2012
<b>Objective 4.c Safe Schools</b>			
Student achievement is fostered through safe learning and work environments.	4.c 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	4.c Superintendent, Cabinet, Departments of Student Learning and Student Services, Principals, Counselors, and Teachers	4.c 2009-2010 2010-2011 2011-2012
<b>Strategies:</b>			
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.1 Principals and School Improvement Teams	4.c.1 2010-2011 2011-2012
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.2 Departments of Student Learning and School Programs, and Department of Student Services	4.c.2 2010-2011
4.c.3 Implement gang awareness, intervention strategies, and education	4.c.3 Training for school staff and administrators on gang awareness	4.c.3 Principals, Counselors, and Teachers	4.c.3 2010-2011 2011-2012

<b>Objective 4.d Technology</b>			
<b>Objectives and Strategies</b>	<b>Evidence</b>	<b>Responsible</b>	<b>School Year</b>
The district and schools promote student achievement through expanded use of technology.	4.d Technology support and infrastructure is consistent with the three-year district technology plan	4.d Superintendent, Cabinet, Department of Student Learning, and Information Technology	4.d 2009-2010 2010-2011 2011-2012
<b>Strategies:</b>			
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.1, 2, 3, 4 Superintendent, Cabinet, Department of Student Learning, Information Technology, and Principals	4.d.1, 2, 3, 4 2009-2010 2010-2011 2011-2012
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 Plans (PDTIP Form)		

## ***GLOSSARY OF TERMS:***

<b>AYP</b>	<i>Adequate Yearly Progress:</i> A measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests
<b>At-risk students</b>	Students who are at risk of failing or dropping out of school due to academic, attendance, health, social, economic, and disciplinary challenges
<b>CBA</b>	<i>Classroom Based Assessments:</i> 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.
<b>CBPA</b>	<i>Classroom Based Performance Assessments:</i> State assessments built from the State's learning standards. They are to be delivered by the teacher in the classroom in the arts.
<b>CEE</b>	<i>Center for Educational Effectiveness, Inc.</i> Redmond, Washington
<b>Common Assessment</b>	An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course
<b>DIBELS</b>	<i>Dynamic Indicators of Basic Early Literacy Skills:</i> A reading fluency assessment
<b>Exemplary Classroom Instruction</b>	Teaching that includes a clear purpose or objective, builds on background, knowledge, monitors learning, and reflects high expectation. It also employs strategies that encourage meta-cognition (thinking about thinking), active engagement, collaboration of students, and closure to promote reflection and self-evaluation.
<b>Formative Assessment</b>	An assessment for learning used to advance and not merely monitor each student's learning.
<b>Healthy Youth Survey</b>	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.
<b>HPE</b>	<i>High School Proficiency Exam:</i> The state high school graduation assessment; part of the Washington Comprehensive Assessment Program (WCAP)
<b>MAP</b>	<i>Measurement of Academic Progress:</i> A computer delivered mathematics and reading assessment used in the Auburn School District with students in grades 2-10
<b>MSP</b>	<i>Measurement of Student Progress:</i> The state assessment for students in grades 3-8; Part of the Washington Comprehensive Assessment Program (WCAP)
<b>On-time Graduation</b>	On-time Graduation is a measure of on-time completion (students who take only 4 years to complete high school 9-12)
<b>OSPI</b>	<i>Office of Superintendent of Public Instruction:</i> Education Agency for the State of Washington
<b>National Board Certification</b>	A nationally recognized advanced certification for teachers based on high and rigorous standards

<b>Nine Characteristics of High Performing Schools</b>	Research conducted by OSPI found that high performing schools tend to have a combination of nine common characteristics: <i>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; High levels of parent and community involvement.</i>
<b>NCLB</b>	<i>No Child Left Behind Act:</i> On January 8, 2002, the federal No Child Left Behind Act (NCLB) was enacted into law. The major focus of No Child Left Behind is to provide all children with a fair, equal, and significant opportunity to obtain a high-quality education.
<b>PDTIP</b>	<i>Professional Development and Technology Implementation Plan:</i> A form each school completes annually that outlines the professional development activities the school staff will participate in during the school year
<b>Power Standards</b>	In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards
<b>Professional Learning Communities</b>	Educators committed to working collaboratively in ongoing processes of using data and collective inquiry to achieve better results for the students they serve
<b>Researched-based instructional strategies</b>	Connecting researched recommendations to practice for improving classroom instruction
<b>Rubric</b>	A tool based on a set of criteria and standards to identify levels of proficiency
<b>School Improvement Plan</b>	A written plan that outlines the process each school uses to ensure all students are achieving at high levels
<b>Skyward Family Access</b>	Skyward is a web-based tool for authorized parents/guardians to access their student's school records and information electronically
<b>Stakeholders</b>	Individuals who have interests in school and community
<b>Student Led Conferences</b>	An academic progress conference led by the student who shares his or her learning with the parent/guardian and teacher
<b>Summative Assessment</b>	An assessment of learning designed to provide a final measure to determine if learning goals have been met
<b>Three-year District Technology Plan</b>	A three-year plan outlining the implementation of technology infrastructure, hardware, software, and professional development within a school district
<b>Underperforming Sub-groups</b>	Students identified in the No Child Left Behind Act including American Indians, Asian, Pacific Islanders, Black, Hispanic, White, special education, limited English, and low-income
<b>Uniform Bar</b>	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 at grade 10. The uniform bar increases every three years until 2014 when 100% of students must be proficient on the state assessments.
<b>WCAP</b>	<i>Washington Comprehensive Assessment Program:</i> Includes the MSP, HPE, and CBAs and CBPAs in social studies, arts, and health/fitness