

# Auburn School District Strategic Plan Committee

March 9, 2022



# Welcome & Agenda:

**Introductions**

**Purpose of a Strategic Plan**

**Highlights of Previous Plan**

**Committee Schedule**

**Background Building**

**Next Steps**



# Who is our committee?

## **Please introduce yourself:**

- Your name
- Affiliation with the district & reason for saying yes

**TABLE TALK:** What was your educational experience like?

**What do we have in common?**

# The Why for a Strategic Plan



# The What of a Strategic Plan

# Highlights of the Previous Plan

## **The Big 3**

**Increased Attendance and Engagement**

**High Achievement**

**100% Graduation**

**Time, Resources and Visibility**

# Welcoming and Inclusive Environment

TAKING ACTION:  
WELCOMING AND  
INCLUSIVE  
ENVIRONMENTS

WHAT WOULD YOU DO WITH \$1,000 TO  
MAKE YOUR SCHOOL OR DEPARTMENT  
MORE WELCOMING AND ENGAGING FOR  
YOUR STUDENTS, FAMILIES, OR  
COMMUNITY?

Welcoming Environment Walkthrough

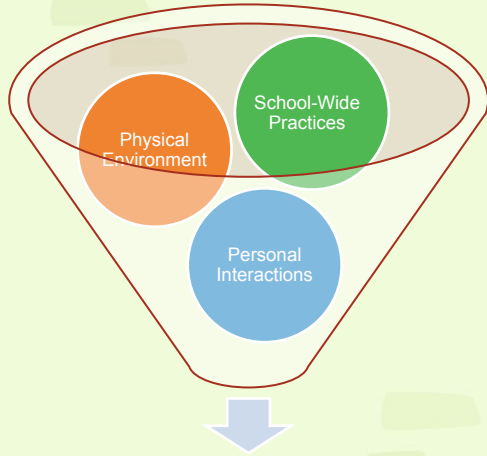


**Our Mission:**  
To create and sustain a safe, secure, and healthy learning environment for all students.

Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_



Communications

Think and Feel

- What would this person be thinking and feeling before coming in or calling?
- What are some of their worries and aspirations prior to reaching out to you?

Hear

- What would their friends or neighbors tell them about your school or department?
- What would they hear in these scenarios?

See

- What would this person see while driving up to, or upon entering, your school or department?

Say and Do

- What might they be saying and/or doing while interacting with your school or department?
- How would that change at given times of the year?

Pain

- What are some of this person's potential pain points or fears when interacting with your school or department?

Gain

- What gains might the user experience when interacting with your school or department?

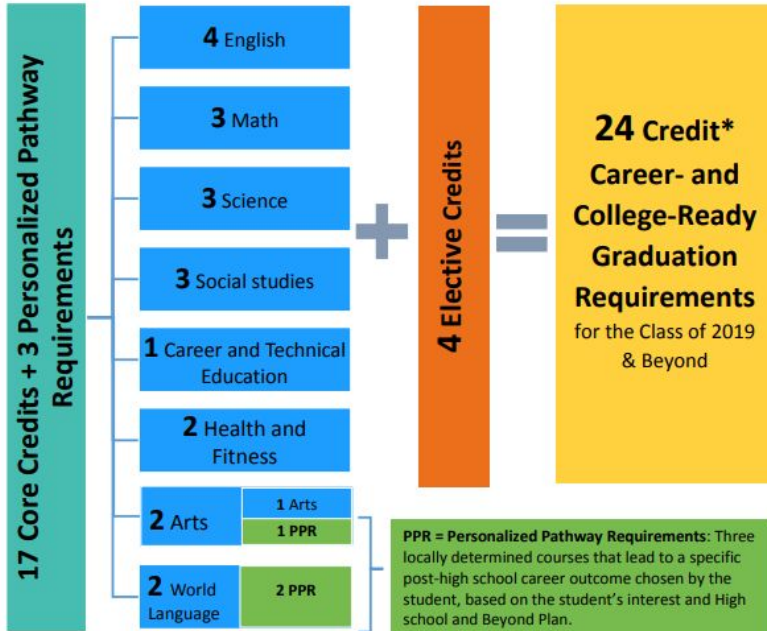


Things to consider in your environment



## How Do the 24-Credit Graduation Requirements Add Up?

$$17 + 3 + 4 = 24$$



\*For individual students, 2 credits may be waived: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

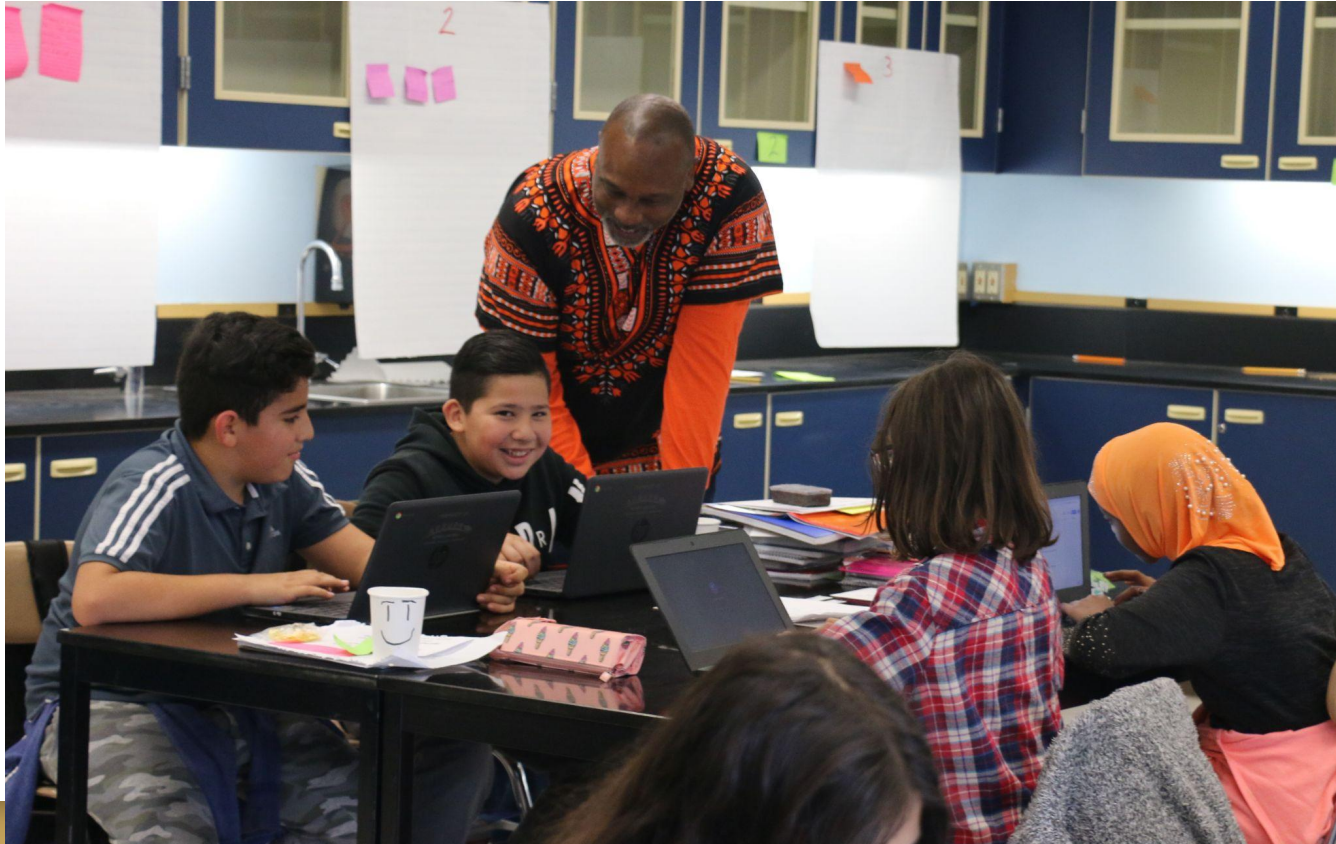
# Strong Transitions

AVID.ORG





# Empowering Technology



## ASD Mission Statement:

“In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.”

# ASD Equity Definition:

Equity is each student having an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

The graphic is a colorful mountain landscape with a purple banner at the top that reads "EQUITY MOUNTAIN" and "Cultivating A Culture Of Equity Across The Auburn School District". The mountain is divided into several levels, each with a different theme and a group of diverse children. The themes are: "OUTCOMES" (top level), "Examining Self and Innovating Structures and Systems", "Equity Teams", "Culturally Responsive Practices for Support, Leadership and Teaching", "Recruitment, Hiring and Retention of Staff of Color and Other Diversity", "Family and Student Partnerships", "RACIAL EQUITY PROTOCOL", and "7 PRINCIPLES OF CULTURALLY RESPONSIVE PRACTICES" (bottom level). A "WELCOME" sign is visible on the mountain. The background features a hot air balloon, a globe, and a forest with trees and a cabin.

## EQUITY MOUNTAIN

Cultivating A Culture Of Equity Across The Auburn School District

### OUTCOMES

- Includes school and work cultures for families, students and staff
- Raise the opportunity and achievement of all students while narrowing the gaps between the highest and lowest achieving students
- Eliminate racial disparity and disproportionality in all aspects of the educational and administration systems
- Each student graduates ready to succeed in a local, national, and global community that is racially and culturally diverse.

### Examining Self and Innovating Structures and Systems

How do we continue to develop our personal, professional, and institutional journey together in support of our students?

### Equity Teams

How do we organize ourselves collectively and build relationships in our schools and across our district in order to be creative and productive stewards of equity?

### Culturally Responsive Practices for Support, Leadership and Teaching

How do we uplift our overall practices to raise the social mobility and impact for growth and learning?

### Recruitment, Hiring and Retention of Staff of Color and Other Diversity

How do we ensure our culture of equity, inclusion and excellence are reflected in the diverse composition of our staff?

### Family and Student Partnerships

How do we develop and sustain an intergenerational coalition that engages the wisdom of the entire community?

### RACIAL EQUITY PROTOCOL

1. Who are the racial and ethnic groups affected by the policies, practices, procedures, behaviors and the potential barriers on these groups?
2. Does this policy, program, practice, or decision improve or worsen the existing level(s) of practice, procedure, or behavior?
3. How have you intentionally involved stakeholders who are also members of the community affected by this policy, program, practice, or decision? Can you indicate your involvement in 1) and 2)?
4. What are the barriers to more equitable outcomes (e.g., resources, policies, procedures, behaviors, or relationships)?
5. How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

### 7 PRINCIPLES OF CULTURALLY RESPONSIVE PRACTICES

1. Students are affirmed in their cultural connections.
2. Teachers are particularly inviting.
3. Learning environments are physically and culturally inviting.
4. Students are reinforced for academic development.
5. Instructional changes are made to accommodate differences in learners.
6. Classroom is enriched with firm, consistent, loving control.
7. Interactions stress collectivity as well as individuality.

Equity is each student having an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

**AUBURN**  
SCHOOL DISTRICT

# Academics & Excellence for Each Student



**Enrollment K-12: 16, 894**

**American Indian/Alaskan Native: 1%**

**Asian: 12%**

**Black/African American: 8%**

**Hispanic: 32%**

**Multi-Racial: 10%**

**Pacific Islander: 5%**

**White, Non-Hispanic: 31%**

# Academics & Excellence for Each Student

**Born in 108 Countries**

**Top 5 outside of US**

**Afghanistan: 408**

**Mexico: 262**

**Marshall Islands: 246**

**Ukraine: 222**

**Philippines: 128**



**Students in English Learners Program: 4,163**

# Academics & Excellence for Each Student

**Students Receiving Special Education Services: 12 percent**

**Students Receiving Free or Reduced Lunch: 57 percent**



# Committee Role in Strategic Plan

Provide perspective for the stakeholders you represent

Obtain feedback in naturally occurring groups on the Key Questions and Draft Plans

Provide meaningful input in development of a successful ASD Graduate

Assist in development of Goals & Objectives of Plan

# Consensus Model





# The Plan for the 2022 Strategic Plan

**March 9:** Kickoff Meeting

Committee Members: Engage Stakeholders

**March 23:** Data and Qualitative Review

Committee Members: Engage Stakeholders

**April 6 & April 20:** Review Stakeholder Feedback and Finalize Mission, Vision, Beliefs and Portrait of a Graduate

**May 4 & May 11:** Identify Goals, Objectives and Strategies

Committee Members: Engage Stakeholders

**June 1:** Finalize Strategic Plan

## Key Questions:

What are you proud of regarding the ASD?

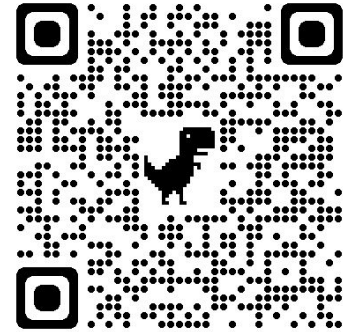
What are opportunities for improvement?

What does it look like to be thriving while in the ASD?

What does it mean for our students to graduate life ready?

# Ways to Gather Input:

1. **Group facilitation**
2. **Naturally Occurring Group:** (HOA meetings, APSF, Superintendent's Advisory, etc.)
3. [Google Form](#)





# What is a Successful ASD Graduate?

What are the skills we believe our students should embody and exemplify by graduation?

This is a collective vision for student success. We will take a stance on what it means for Auburn students to be college, career and life ready.

Though academics are primary, this terminology defines the whole student in a way that goes beyond test scores.

# Strategic Plan 2022 webpage-under construction

<https://www.auburn.wednet.edu/Page/23259>

Google Form

Town Hall info

Committee presentations

Data

And more....

