Auburn School District

Dr. Dennis “Kip” Herren
Superintendent

School Board
Janice Nelson, President
Ray Vefik, Vice President
Carol Seng, Director
Lisa Connors, Director
Anne Baunach, Director
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2013-2016
Auburn School District
Strategic Plan Committee

Rod Luke, Chair
Associate Superintendent

Tom Hulst
Strategic Planning Consultant

Vicki Alonzo
Client Services Manager, IT

Sally Colburn
Principal
Hazelwood Elementary School

Seasan Erickson
Third Grade Teacher
Chinook Elementary School

Dave Halford
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Auburn Riverside High School

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Auburn Riverside High School

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Human Resources

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Parent and Community

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Auburn Mountainview High School

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Evergreen Heights Elementary School

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Seventh Grade Mathematics Teacher
Olympic Middle School

Isaiah Johnson
Principal
Cascade Middle School

Stacy Jordison
Assistant Principal
Auburn High School

Frank Medina
Computer Systems Engineering Teacher
Auburn Riverside High School

Stacey Rogers
Science Teacher
Mt. Baker Middle School

Ben Talbert
Principal
Rainier Middle School
Auburn School District

Aspiration
The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

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
A comprehensive public education is paramount. Effective leadership and high quality student learning are essential. Listed below are the core beliefs for improving student achievement and closing learning gaps:

• We believe every student can achieve high standards of learning.
• We believe public schools are the foundation of good citizenship.
• We believe in the responsible stewardship of resources.
• We believe in sustainable community partnerships.
• We believe in family and advocate involvement.
• We believe public schools must value diversity.
• We believe in safe and positive learning environments.
• We believe in shared accountability for student success.
• We believe in a culture of professional collaboration.
• We believe in preparing students for success beyond high school.
2013-2016
Auburn School District Strategic Improvement Plan

Executive Summary

The number one priority of the Auburn School District is student academic achievement. The Auburn School District aspires to become a world-class education system.

The 2009-2012 Strategic Plan is widely recognized as the blueprint of district transformation and cultural change. As the 2009–2012 strategic plan sunsets, a committee is charged to review, realign, and recalibrate the 2009-2012 strategic plan to address the next three years, 2013-2016. The plan is designed to promote and sustain professional learning communities, align instruction with learning standards, reduce dropout rates, increase on-time graduation, prepare all students for career and college, leverage partnerships with parents/guardians and the community, and focus district policy and resources to support student learning.

For years the Auburn School District Board of Directors has engaged in strategic and school improvement planning as a best practice to ensure the learning needs of all students are met and achievement gaps are narrowed. The school board defines the “what” or destination, and the district and schools determine the “how” or the best approach to get there. This is a shared commitment to reciprocal accountability based on collaboration and distributed leadership.

The strategic plan is the framework through which the district supports schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools. These processes are dependent upon all stakeholders contributing to improve learning and opportunities for all students. Continuous improvement is supported through professional collaboration. Professional learning communities are the foundation for collaboration and foster mutual trust, disciplined inquiry, and distributed leadership.

The strategic plan sets the expectation that each student regardless of ethnicity, language, disability, or income level can achieve high standards of learning. Strategies incorporated into the strategic plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time, and are prepared for career, college, and success beyond high school.

In October 2012, a committee comprised of teachers, administrators, parents, community members, and consultants was established to develop a new, 2013-2016, three-year strategic plan for adoption. In their deliberations and meetings, committee members reviewed the accomplishments of the 2009-2012 strategic plan, data reflecting student achievement, demographics, attendance, graduation rates, and results from perceptual surveys. Extensive perceptual surveying was conducted during the fall and early winter of 2012. The perceptual surveys are aligned to the nine characteristics of high performing schools and were conducted with parents, students, and staff at all twenty-two Auburn schools.
2013-2016
Strategic Goals and Objectives

GOAL 1: Student Achievement
All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

Objective 1
Professional Learning Communities will be employed with integrity to plan, monitor, and adjust instruction to impact student learning.

Objective 2
All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.

Objective 3
The Auburn School District will utilize the Center for Educational Leadership’s Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.

Objective 4
Technology will be integral to administration and teaching and learning to prepare all students for career, college, and life beyond high school.

Objective 5
The Auburn School District will increase and continue to exceed the State of Washington’s on-time and extended high school graduation rates.

GOAL 2: Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Objective
All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

Goal 3: Policies and Resource Management
Auburn School District policies and resources are aligned to the strategic plan.

Objective
The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps, and accelerate academic achievement for every student.
**GOAL 1: STUDENT ACHIEVEMENT**
All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

**Objective 1:** Professional Learning Communities will be employed with integrity to plan, monitor, and adjust instruction to impact student learning.

| Strategy 1 | Professional Learning Community teams participate in professional development to strengthen the effectiveness of professional learning communities, including norms, standards, learning targets, common assessments, data analysis, intervention and accelerated learning. |
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<table>
<thead>
<tr>
<th>Strategy 2</th>
<th>Professional Learning Communities focus on the four essential questions.</th>
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<tr>
<td>Strategy 3</td>
<td>Instruction is aligned to state or national common core standards.</td>
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<td>Strategy 4</td>
<td>Student progress is monitored through common assessments.</td>
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<tr>
<td>Strategy 5</td>
<td>Interventions and accelerated programs are implemented to address students below standard.</td>
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<tr>
<td>Strategy 6</td>
<td>Enrichment and accelerated programs are implemented to extend learning for students beyond standard.</td>
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**Accountability Reporting:**
School teams participate in scheduled visitations to the school board reporting progress and effectiveness of the professional learning community teams.

1. Group norms posted and observed.
2. Curriculum frameworks aligned to state or national common core standards are used in the instructional planning cycle.
3. Learning targets posted in student-friendly language.
4. Common assessments are used to drive instruction.
5. Assessment data is used during PLC meetings.
6. Assessment data establishes learning needs in light of the four essential questions.
7. Shared instructional strategies address learning needs.
8. Formative assessments monitor student learning.
10. Assessment data is used in PLC meetings and to inform students and parents regarding progress toward meeting standard.
11. Assessment data is used to determine if learning goals were met and to plan next steps.
Objective 2: All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.

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<tr>
<th>Strategy</th>
<th>Description</th>
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<tr>
<td>Strategy 1</td>
<td>School improvement teams utilize the current adopted school improvement template and rubric.</td>
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<tr>
<td>Strategy 2</td>
<td>Schools include all staff to annually revised improvement plans to address the most recent student achievement data, perceptual data, and the nine characteristics of high performing schools.</td>
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<tr>
<td>Strategy 3</td>
<td>Schools communicate the goals and intended outcomes of the school improvement plan to all stakeholders.</td>
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<tr>
<td>Strategy 4</td>
<td>School-level professional development addresses areas of strengths and obstacles as identified in the school’s improvement plan.</td>
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**Accountability Reporting:**
School improvement teams participate in scheduled presentations to the school board to report student academic achievement and progress on goals outlined in the school improvement plan.

**Indicators may include but are not limited to:**
1. Participation in needs assessment conducted annually with the department of student learning.
2. Full staff engagement in the school improvement planning process.
3. Evidence of current school data collection is used by staff to revise school improvement plan.
4. Clear reference in school improvement plan to the four essential questions.
5. Progress of the school improvement plan is monitored and adjustments are made to the plan as necessary.
6. School level professional development addresses student achievement needs outlined in the school improvement plan.
Objective 3: The Auburn School District will utilize the Center for Educational Leadership’s Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.

<table>
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<tr>
<th>Strategy 1</th>
<th>All administrators and teachers engage in professional development on the Instructional Framework.</th>
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<tr>
<td>Strategy 2</td>
<td>Teachers and administrators monitor student learning and adjust instruction to ensure achievement of standard.</td>
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<tr>
<td>Strategy 3</td>
<td>Teachers, administrators and parents engage in professional development for standards-based teaching and learning.</td>
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**Accountability Reporting:**
Principals, the instructional framework advisory committee, and the human resource department provide scheduled reports to the school board describing aspects of implementation and integration of the instructional framework.

**Indicators may include but are not limited to:**

1. Professional development delivered to implement the five dimensions of teaching:
   a. Purpose: Set a clear, meaningful course for student learning.
   b. Student engagement: Encourage substantive, intellectual thinking.
   c. Curriculum and pedagogy: Ensure instruction challenges and supports all students.
   d. Assessment for student learning: Use ongoing assessment to shape and individualize instruction.
   e. Classroom environment and culture: Creating classrooms that maximize opportunities for learning and engagement.
2. Professional development is provided for standards-based teaching and learning.
3. Common language cross-walk is developed for staff to undertake the work of improving student achievement.
4. Instructional framework aligns with district initiatives including professional learning communities, power standards, standards-based teaching and learning, learning targets, common assessments, data analysis, intervention to close learning gaps, and opportunities to accelerate learning.
**Objective 4:** Technology will be integral to administration and teaching and learning to prepare all students for career, college, and life beyond high school.

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Staff, teachers, and administrators use technology to perform their job duties.</th>
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<tr>
<td>Strategy 2</td>
<td>Students use of technology is accessible and evident in the classroom.</td>
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<tr>
<td>Strategy 3</td>
<td>Staff, teachers and administrators participate in professional development to become proficient in the use of technology in their job assignment.</td>
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**Accountability Reporting:**
Presentations to the school board are made by elementary, middle, and high schools showcasing how technology is integrated in the classroom to promote student achievement.

**Indicators may include but are not limited to:**

1. The Auburn School District technology infrastructure is a seamlessly integrated digital technology and communication environment that enables everyone to access, manage, deliver, integrate, organize, and evaluate teaching, learning and assessment, construct new knowledge, and communicate with others.
2. Recommendation and feedback systems are provided for staff, teachers, administrators, and parents to provide input for technology equipment, software, and professional development needs.
3. Professional development is provided for technology integration.
4. Informational technology and instructional technology administrators develop a three-year district-wide technology plan outlining vision, goals, budgets, and timelines for deployments of infrastructure, hardware, educational software, and professional development.
**Objective 5:** The Auburn School District will increase and continue to exceed the State of Washington’s on-time and extended high school graduation rates.

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>All schools increase community, staff, parent and student understanding of the learning standards, required assessments, and graduation requirements.</th>
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<td>Strategy 2</td>
<td>The Auburn School District administrators, principals, and teachers support student transitions from kindergarten through grade 12 by monitoring and intervening with students exhibiting at-risk indicators including attendance, academic, health, social, economic, and discipline.</td>
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<td>Strategy 3</td>
<td>Auburn School District and schools increase accelerated program offerings K-12 such as enrichment, advanced placement (AP), career and technical education (CTE); science, technology, engineering and mathematics (STEM); and fine arts.</td>
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<td>Strategy 4</td>
<td>Schools communicate with the student who has dropped out of school and their parent in an effort to retrieve or connect the student to additional resources, including principals, counselors, and/or outside working with the district.</td>
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<tr>
<td>Strategy 5</td>
<td>District and school resources are made available to address students identified at risk of failure or dropping out of school.</td>
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**Accountability Reporting:**
The student learning department, school programs department, and principals make scheduled reports to the school board to provide progress regarding dropout statistics, graduation rates, credit attainment of ninth and tenth grade students, course enrollments and course completions of middle and high school advanced course work, and disaggregated achievement dash boards.

**Indicators may include but are not limited to:**

1. Full-day kindergarten is offered at each elementary school.
2. Decreased numbers of at-risk learners at all grade levels.
3. Increased K-12 intervention and enrichment; course enrollments and completion of advanced course work, including honors, advanced placement, and career and technical education.
4. Second grade students meet state and national standard in reading.
5. All students meet the standards for Algebra.
6. All schools offer extended day/year learning opportunities for intervention and accelerated learning.
7. Technology tracking system in place to communicate progress toward graduation.
8. Professional development opportunities planned and delivered to staff to address dropout prevention, intervention, and retrieval.
9. In-house and/or community credit alternatives available to continue learning for students who have been suspended, including online learning.
10. Credit recovery options are expanded to minimize course failures and increase on-time graduation.
GOAL 2: COMMUNITY ENGAGEMENT
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Objective: All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

| Strategy 1 | All school district employees promote positive and respectful interpersonal relationships with all patrons of the school district. |
| Strategy 2 | All communication to parents and the community is easily accessible, timely, accurate and available in multiple mediums and predominant languages. |
| Strategy 3 | Teachers deliver scheduled K-12 progress reports and report cards regularly to parents in a format that meets the needs of the family. |
| Strategy 4 | The superintendent or designee encourages investments and partnerships with government, businesses, and community organizations to promote school-to-work opportunities, scholarships, academic awards, and financial resources to address school and program needs. |

Accountability Reporting:
A dashboard will be used to report to the school board the number of parent and community partnerships that have been developed in the district and in schools, that support student achievement, including volunteers, school-to-work opportunities, scholarships, and academic awards.

Indicators may include but are not limited to:
1. Professional development is delivered to all staff to increase cultural awareness and enhance cultural competence in a customer service environment.
2. Partnerships with parents, local childcare providers, and agencies that serve K-12 students for school readiness are strengthened.
3. Communication by schools and district through multiple mediums and predominant languages meet the specific needs of families.
4. School-to-work opportunities, scholarships, academic awards, and resources from our community are increased to support student achievement and success.
5. Parent perceptual survey data continues to monitor progress toward positive engagement with our patrons.
GOAL 3: POLICIES AND RESOURCE MANAGEMENT
Auburn School District policies and resources are aligned to the strategic plan.

Objective: The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps, and accelerate academic achievement for every student.

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<tr>
<td>Strategy 1</td>
<td>Auburn School District and schools prioritize and align federal, state, local, and grant funding to the strategic plan and school improvement plans.</td>
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<td>Strategy 2</td>
<td>Auburn School District supports low performing schools with enhanced resources including budget allocations, programs, and staffing.</td>
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<td>Strategy 3</td>
<td>Auburn School District and schools recruit, hire, and retain certificated and classified staff representative of district diversity.</td>
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<tr>
<td>Strategy 4</td>
<td>Auburn School District increases leadership opportunities for administrators, teachers, and classified staff working with students.</td>
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<td>Strategy 5</td>
<td>Auburn School District regularly reviews security plans and procedures of all facilities and schools.</td>
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<td>Strategy 6</td>
<td>Schools continue implementing anti-bullying/harassment plans.</td>
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<td>Strategy 7</td>
<td>Auburn School District continues to support intervention and prevention to further reduce substance abuse.</td>
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<td>Strategy 8</td>
<td>Schools implement gang awareness, gang intervention strategies, and education.</td>
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Accountability Reporting:
Scheduled reports to the school board utilize dashboards to demonstrate fiscal alignment with the strategic plan; progress of leadership academies; report recruiting, hiring, and retention statistics; and report school and facility safety and security plans and procedures.

Indicators may include but are not limited to:
1. Monitoring of fiscal stewardship and accountability for district resources.
2. Fiscal resources from a wide variety of sources are aligned to support strategic plan as demonstrated by a greater percentage of the budget being allocated to teaching and learning activities.
3. Challenged schools receive additional fiscal and staff resources to address student learning needs.
4. All facilities and schools have up-to-date security plans and procedures in place.
5. Regular review of district policies and procedures is undertaken to ensure support of student achievement.
6. Continued opportunities for leadership development are provided for school board, cabinet, principals, and certificated and classified staff.