

2013 – 2016 Strategic Plan Implementation V. 2.0						
Reporting for 2014-2015 School Year: Fall (F) September – November Winter (W) December – February Spring (S) March – June						
Begin						
In Progress						
Completed						
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: Professional Learning Communities will be employed with integrity to plan, monitor, and adjust instruction to impact student learning.				Evidence: Continue to implement Professional Learning Communities that exhibit the three core principles: (1) Culture of collaboration (collective purpose); (2) Ensure every student is learning (four essential questions); (3) Focus on results (using data).		
Strategies:		Evidence:		F	W	S
1	Professional Learning Community (PLC) 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.	A. Student Learning Department continues to provide professional development for teachers new to the district and for schools or PLC teams in need of additional support.				
						(F) More than ninety new teachers participated in the August 2014 new teacher orientation professional development program. Learning included components of PLC including norms of collaboration, standards-based teaching and learning, and reporting. All K-12 teachers participated in the August 2014 district in-service day focused on Common Core State Standards for Mathematics and English Language Arts, Next Generation Science Standards, Social Studies, Arts, and World Languages. (W) District administrators continue to participate in weekly PLC meetings at the high school level providing support based upon targeted requests. The Department of Student Learning provided embedded training on SMARTER Balanced ICA and IABs as requested by individual departments. Grade level PLCs all received embedded professional development on accessing the ICA and IABs. (S) Grades 9-12 high school department chairs met with DSL to discuss PLC implementation for 2015-2016 including cross departmental discussion. DSL obtained feedback on future professional development requests generated through PLC discussions. GR6-12 ELL certificated staff participated in cross district PLCs working through common assessments and data analysis as well as instructional best practice and responsive instruction. GRK-5 completed 36 district-wide PLCs by grade level (3 PLCs per grade level per content) focusing on ELA and Math related to CCSS implementation. Teachers practiced instructional strategies, developed common assessments, and utilized technology to access resources and online materials. Roughly 360 teachers participated.
2	Professional Learning Communities focus on the four essential questions.	A. PLC teams continue to engage all colleagues in exploration of the four essential questions to assure instruction and assessments are aligned to standards.				(F) PLCs were launched on Monday, October 6 and have met seven times through the end of November. Part of PLC time focuses on the review of data at all levels. Data includes formative, benchmark, interim and summative assessments including state level summative assessment data from spring of 2014. Content programs (K-8) have held PLCs in which Common Core State Standards, standards based teaching and learning, data analysis, common assessments and intervention were discussed, reviewed and /or created. Common weekly problem solving tasks and unit assessments have been delivered and scored for mathematics and grades 3-8. Performance tasks and close reading assessments have been implemented at grades 3-8 for English Language Arts. Middle and high school ELL teachers meet monthly for cross-district PLCs and common assessment have been created and administered to students. Career and Technical Education teacher PLCs focus on the data received from common assessments to respond to student learning needs. The Student Special Services Leadership team attends weekly PLCs in various K0-12 classrooms and schools. Each month Adaptive Behavior teachers from across the district participate in a collaborative PLC. Educational Staff Associates (EDSA)

					<p>participate in both school level and content specific PLCs.</p> <p>(W) Traditional PLC teams continue to meet in-person to address one or more of the three questions during each PLC meeting. Singletons utilize one the following: meet in departments, travel to other locations or utilize technology to conduct their PLCs. All staff members meet with at least one other colleague during PLCs. Middle level is focusing on the Inquiry Cycle and dat for PLDC discussions on Mondays.</p> <p>(S) High school English language arts (ELA) teachers used the four essential questions to evaluate piloted ELA Common Core State Standards curriculum leading to an adoption. District Administrators attended PLCs (25 hours at elementary and 24 hours at secondary) and provided support and feedback including error analysis, planning and responsive instructional changes.</p>
		<p>B. Each year one third of schools participate in scheduled visitations to the school board to report progress and effectiveness of professional learning community teams.</p>			<p>(F) Auburn Senior High School presented on the status of their PLCs in October 2014. West Auburn High School Presented on the status of their PLCs in November 2014.</p> <p>(W) Lakeland Hills Elementary School presented on the status of their PLCs in January 2015. Auburn Mountainview High School presented on the status of their PLCs in February 2015.</p> <p>(S) Gildo Rey and Lea Hill Elementary Schools presented on the status of their PLCs in April and June 2015 respectively.</p>
3	<p>Instruction is aligned to state, national common core and industry standards.</p>	<p>A. Standards are unpacked in to curriculum frameworks for all content areas and scheduled into instructional scope and sequence. Mathematics and English Lang. Arts to be completed by fall of 2014.</p>			<p>(F) At Grades K-8 the common core standards for English Language Arts and mathematics have been unpacked into curriculum frameworks and scheduled into instructional scope and sequence. Forty-one language arts teachers (grades 6-12) participated in twelve hours of professional development focused on the common core aligned College Board Springboard English Language Arts program. All high school language arts teachers (grades 9-12) participated in six hours of high leveraged “close reading” strategies professional development. All special education teachers and ESA staff participated in seven hours of professional development sponsored by OSPI and WEA on the Common Core Standards and Special Education. WA-AIM is the new state alternative assessment. Structured Learning Center teachers have received training to understand how the common core standards have been scaffold to provide access for all students. Student Special Services Leadership team continues to develop and implement three year plans for all programs supported by special education administrators. A steering committee is being developed to provide input for ongoing professional development. High school teachers developed a common scope and sequence, practice work, and common assessments aligned to common core standards for Algebra and Geometry. Career and Technical Education programs (Agriculture, Jewelry, Graphic Design, Visual Communications, Interactive Media, and Drawing) are reviewing and revising curriculum frameworks to align with common core standards. A high school staff leadership team has been organized to develop a plan for transitioning to the Next Generation Science Standards.</p> <p>(W) Middle School Biology teachers have worked extensively to revise the scope and sequence as well as instructional framework for the course. High school staff leadership team has developed a plan to be piloted for transitioning to Next Generation Science standards. A teacher has been identified to pilot a 9th grade year-long NGSS course. Career and Technical Education teachers in the Agriculture Program completed curriculum frameworks for all courses in the program. Frameworks included alignment to Next Generation Science Standards, as well as technical industry standards. Frameworks were submitted to OSPI for approval of updates.</p> <p>(S) 35 teachers in GR9-12 participated in math alignment work in Algebra, Geometry, Adv. Algebra and Pre-Calculus, completing a gap analysis of prior Performance Expectations and new CCSS Claims. Teachers created mirrored stems for all of Claim 1 including a Pre-Calculus common assessment and mirrored item banks to be used for assessment in 2015 for Algebra, Geometry and Adv. Algebra. 10 Social Studies teachers created CCSS ELA aligned common assessments based on SBAC stems for</p>

4					<p>informational text documents (Claim 1) to be implemented in US History and Global Issues for 2015-2016. 8 MS/HS teachers came together to unpack NGSS standards, evidence statements and observables to create aligned curriculum for scope and sequence for 2015-2016. Another round of alignment work will be done once test item and specifications come out for NGSS assessments. This summer, ELA teachers are creating mirrored SBA assessments connected to newly-adopted curriculum. 9 World Language teachers used technology integration to align their instruction to the National World Language Standards. At the GRK-5 level, 32 preschool and kindergarten teachers are attending the National I Teach K Conference in Las Vegas to increase their knowledge of CCSS. These teachers will provide professional development to their colleagues at the September LID day and at the monthly PLC meeting during 2015-2016. 5 Grade 1 teachers and 3 Grade 2 teachers met together to revise their CCSS mathematics benchmark assessments. GR1-5 teachers met to embed their instructional calendar and district designed common assessments into the Engage New York material. These materials will be available to all GR1-5 teachers in September. GR3-5 teachers focused on ELA writing, research and comprehension. 62 teachers attended Step-Up to Writing Train the Trainer professional development and will be the building trainer for staff in 2015-2016. 46 teachers wrote mirrored comprehension passages from Harcourt Trophies materials to be implemented in 2015-2016. 37 teachers participated in ELA Science cross content alignment work using TCI informational passages; they stemmed resources for claim 1 and claim 3. Grades 3-8 Math item writers participated in CCSS curriculum development and revisions of work completed in 2014-2015. Special Education leadership participation in Common Core Work Group at PSED; ESA staff participated in professional development re: Common Core Department of Technology staff provided SBAC training during multiple PLCs, to align curriculum with state assessments. Technology staff provided training at multiple school sites and teachers teams throughout Spring 2015.</p>
		<p>B. A multi-year schedule for review and adoption of instructional materials for all content areas will be developed.</p>			<p>(F) Discussions about the timeline for selection criteria and priority for K-8 curriculum adoptions began this fall. A draft plan will be available in March of 2015. Guidelines and filters for curriculum adoptions were drafted for high school programs. The process will be deliberate and coordinate with the timing of the resources related to meeting the requirements of the CCSS and SBAC.</p> <p>(W) A DRAFT adoption schedule will be shared with principals this spring for all content areas K-12. An Advanced Placement adoption schedule based upon College Board course redesign information and Auburn School District history was created. DSL oversaw curriculum review and adoption of materials and decision to support Advanced Placement US History to address the course redesign by the College Board.</p> <p>(S) This task was completed for content areas and it will go to CIA in the Fall and then to the school board. Social/Emotional Learning curriculum and support with direct connection to student learning outcomes were implemented in GRK-8 buildings. Unique Learning subscription was continued and professional development was provided to teachers.</p>
	<p>Student progress is monitored through common assessments.</p>	<p>A. Data from common formative, benchmark, interim, and summative assessments is used to monitor student progress and adjust instruction.</p>			<p>(F) Middle school special education teachers participate in the middle school content team lead meetings to gain knowledge on assessments being used and to ensure accessibility for all students.</p> <p>(W) Grades 3-8 Math and ELA Common Core benchmark assessments including comprehension passages, Performance Tasks, brief writes (3-5), and claim 4 research (3-5) questions, as well as, mathematics morning work, performance tasks, summative assessments, and weekly problem solvers have been implemented this academic school year and will need minor revisions over the summer. A plan is in place, to be executed during the summer of 2015, to develop common formative and benchmark assessments for grades 9-12. The plan includes creating assessments in Algebra, Geometry, Advanced Algebra, Biology, Next Generation Science Standards year 1, U.S. History, World Studies, Global Issues, and Health. College Board integrated report data was provided to high schools and can be used to support school improvement planning.</p> <p>(S) Special education content area PLC participation, ECE PLC focused on development of common assessments and review of data, ARTeam – data specific training in March</p>

					Use of Interim Comprehensive Assessment (ICA) practice and data from TIDE was implemented at multiple sites, including SBAC online sites in the district.
		<p>B. A user-friendly data system is available to provide real-time information and dashboards for teachers and administrators to monitor student learning progress.</p>			<p>(F) “My School Data” is a new application recently developed by Washington School Information Processing Cooperative (WSIPC) that seamlessly integrates with the Skyward Student System. My School Data provides quick secure access to student data including assessment information in an easy-to-use dashboard format. Additionally My School Data incorporates robust early warning indicator systems that will flag students early-on who are academically at-risk. A comprehensive and tiered My School Data field study/pilot is being conducted with administrators, principals and teachers. “Review 360” is being implemented in the Adaptive Behavior programs to collect and review behavioral related data. “Unique Learning” curriculum utilized by Structured Learning Center teachers has an ongoing data collection and monitoring component built into the program. Behavior Leadership Team is working with schools on screening tools and data collection methods to monitor school-wide Positive Behavior Supports. Career Cruising was implemented this November. Career Cruising is a web-based career interest survey system applicable for elementary through high school and has the potential to house the high school and beyond plan and support the link between course scheduling and college and career readiness.</p> <p>(W) The EWIS committee has begun to develop systems that utilize the “My School Data” information to identify students who require interventions in middle and high schools.</p> <p>(S) Review 360 data system used at all Adapted Behavior Classroom levels, Unique Learning has a data system as part of the program for Structured Learning Center (SLC). My School Data pilot was completed. Training for all District administration was facilitated in the Spring with all Building District Administrative teams given access to district applications. All certificated staff will be trained on My School Day at the August 31 Tech Training Day by ITSS, BTC, and district tech department staff. Support for the portal will be on-going throughout the 2015-2016 school year supported by RTT P2 funds.</p>

		<p>C. Readiness, PSAT, and SAT data used by PLC teams to monitor college and career readiness grades 8-12.</p>			<p>(F) In October 2014 students in grades 8-12 participated in during-the-school-day College Board assessments. 1042 eighth grade students completed the Readiness; 2,857 ninth, tenth and eleventh grade students completed the PSAT; and 865 twelfth grade students completed the SAT. This October the 2013 school year SAT data/results was provided to administrators of each high school for their review and distribution to staff for use during PLCs.</p> <p>(W) Middle schools have hosted Readiness parent nights to discuss results provided by counselors, the Family Engagement coordinator, and others. College Board integrated report data was provided to high schools and can be used to support school improvement planning</p> <p>(S) Nine hundred seven (907) Auburn juniors took the SAT in April of 2015. Score reports were disseminated to principals.</p>
5	Interventions and strategies are implemented to address students below standard.	<p>A. All schools include in their master schedules time and support for students who are below standard.</p>			<p>(F) In October Learning Assistance Program (LAP) and Title I extended-day support for mathematics was implemented (middle and high schools) to provide additional instruction and assistance for students below standard. Twenty-first Century Grant funds provide after school intervention at Washington Elementary and Cascade Middle School. RTTT Deep Dive 3 funds provided extended learning for students at Dick Scobee Elementary. At Auburn High School two study-skills classes have been created. Twenty Native American students identified as needing daily support are enrolled in the study-skills classes. At Auburn High School the Native American Program is offering an extended-day program to provide students with additional support in mathematics, homework, access to computers for use with IXL mathematics, APEX on-line learning, and essay writing. Snacks and transportation are provided for students in this Native American extended-day program.</p>

					<p>(W) Rainier, Olympic, AMHS, WAHS, and AHS are all doing work to align Title I interventions for targeted students in the area of reading. Screening assessments are being utilized to ensure proper placement of students. These schools are providing additional class time beyond CORE ELA to provide targeted intervention in the area of reading. LAP/Title I Math extended day programs are scheduled to end April 3rd. Currently 419 students are enrolled in 621 high school credit-bearing courses through Apex Online Learning. One hundred fifty eight courses have already been completed as of January 21st.</p> <p>(S) Transition GR3-4 Summer School will be offered to all students who scored Well Below (Level 1) standard on the Smarter Balanced ELA assessment in August. ELL summer school is offered at 12 of the elementary schools. Jump Start to Kindergarten will be offered at 13 elementary schools in August (3-21). Rainier and Olympic middle schools are running math and/or ELA and ELL summer schools. AMHS, ARHS, ASHS and WAHS are all offering credit recapture courses this summer. As a component of My School Data, the Early Warning System tool is being utilized by building administration and classroom teachers for identifying and creating intervention strategies for targeted learners as part of the roll-out of My School Data to all district admin and certificated staff for 2015-2016 school year.</p>
6	Enrichment and accelerated programs are implemented to extend learning for students beyond standard.	A. Highly Capable Program is in compliance with legislative revisions to Chapter 28A.185 RCW and Washington State Admin Code WAC 392-170 requiring all districts to provide basic education services that meet the educational needs of the district’s most highly capable students K-12.			<p>(F) All Highly Capable students K-12 have been coded into Skyward and a report has been created for data mining purposes. Students are receiving academic services through acceleration at their home school. All schools in the district are providing highly capable academic services. Materials to support the social and emotional needs of highly capable students have been purchased and training will be provided for school counselors.</p> <p>(W) Training and materials were provided to all K-12 counselors for social and emotional support of highly capable students. A breakout session for High School and Beyond night was provided for students and parents interested in selected universities. Notification of the identification period was provided through kid mail, direct mail, e-mail blast, Facebook, newspaper, and school newsletters in December. Testing began in January and ended February 13th. A multi-disciplinary team is scheduled to review results on April 3, 2015. Six high school and middle school teachers attended the gifted education workshop at the University of Washington which focused on assessment and curriculum. DSL supported three Auburn Advanced Placement teachers to successfully become AP readers for the College Board in 2015.</p> <p>(S) Post-secondary night offered a specific workshop for students planning to attend highly selective Universities. Newly identified students were notified in April of status and information about program choices was disseminated this spring. STEP invitations, Honors and Accelerated Program invitation were mailed home to students identified.</p>
		B. Focus of honors courses at the middle and high school is pre-advanced placement to align with college and career readiness.			<p>(F) To prepare students for Advanced Placement (AP) coursework all four middle schools (grades 6, 7 and 8) are implementing the College Board “Springboard pre-advanced placement English Language Arts program” and all four high schools are implementing common core standards aligned lessons and units in pre-advanced placement English Language Arts.</p> <p>(W) The evaluation of high school Springboard curriculum, using the EQUIP rubric for ELA Common Core State Standards, was facilitated to inform a recommendation decision to the school board for potential adoption. Using data from high school Equal Opportunity Schools surveys, over 300 candidates from traditionally underrepresented student populations with college aspirations were identified for one-on-one academic counseling sessions meant to encourage and support students to enroll in academically rigorous courses. Each comprehensive high school was provided with quantitative and qualitative data on each student to support successful outcomes.</p> <p>(S) Two Auburn teachers attended specialized training in order to pilot Advanced Placement Seminar, the first component of the new AP Capstone program. Advanced Placement Comparative Government and Politics was successfully piloted and adopted by the School Board. One thousand four hundred</p>

					sixty one (1, 461) advanced placement tests were taken by Auburn School District students in 2015. Twenty-four percent (24%) of these received fee reductions. Three hundred and sixty-nine (369) high school students (10 th and 11 th graders) from traditionally underrepresented populations were encouraged and enrolled in an advanced placement class for 2015-2016. Tracking identified students with My School Data is in development with WSIPC.
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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 2 School Improvement Plans:

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

Evidence:

School Improvement Planning (SIP) is a three-year cycle with 1/3 of the district schools participating in a full revision; 1/3 participating in Year 2 SIP support; and 1/3 presenting progress and achievement to the school board.

Strategies:		Evidence:	F	W	S	Comments:
1	School improvement teams utilize the current adopted school improvement template and rubric.	A. All schools use the adopted school improvement rubric and template to complete and submit fully-revised school improvement plans.				(F) "Needs Assessment" meetings were conducted by the Department of Student Learning with Lakeland Hills, Lea Hill, and Lakeview Elementary. The adopted school improvement rubric was used to provide feedback for their school's fully revised SIP. (W) All Schools completed a needs assessment. (S) No Update
		B. Annually 1/3 of the district schools complete the fully-revised school improvement plan.				(F) Pioneer, Chinook, Gildo Rey, and Auburn High School are fully revising their school improvement plans this school year. All four middle level schools will continue to monitor their school improvement plans during the monthly Middle School subcommittee meetings. West Auburn High School and Auburn Riverside High School are revising their SIP plans to integrate their transition to Title 1 schools. (W) Schools in fully revised SIP (Gildo Rey, Pioneer, Chinook, WAHS, and AHS) are working individually with consultants and the Department of Student Learning. Plans will be submitted in June. All high schools are working to transition to school-wide Title, aligning the work through the school improvement plan. (S) Schools in fully revised will complete the plan by August.
		C. Annually 1/3 of the district schools present school improvement progress and outcomes during a scheduled school board meeting.				(F) Hazelwood Elementary October 2014. Arthur Jacobsen Elementary November 2014. (W) Washington Elementary December 8, 2014. AMHS January 12, 2015. Evergreen Heights February 9, 2015. (S) Several schools presented their on-going School Improvement work and progress to the School Board. The following schools made reports this year in the following sequence: Hazelwood, Arthur Jacobsen, Washington, Auburn Mountainview, Evergreen Heights, Alpac, Cascade, and Terminal Park.

2	Schools include all staff to annually revise improvement plans to address the most recent student achievement data, perceptual data, and the nine characteristics of high performing schools.	A. Annually each principal and their school improvement team participate in a scheduled needs assessment and data review. Academic progress data will be provided for updating school improvement plan.				(F) The principal and school improvement team at all twenty-two schools are scheduled to complete a comprehensive data driven needs assessment. Meetings with the schools began in October. (W) All schools completed a Needs Assessment. The format for Needs Assessments were individualized this year using guided questions to elicit information regarding area building needs for ongoing support and resources to sustain their SIP plan. On January 26 th each middle school leadership team had on-site consultation regarding their SIP plan status and ongoing work. Needs Assessment meetings for Auburn
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					<p>High School, Auburn Riverside High School, Auburn Mountainview High School, and West Auburn High School were conducted by the Department of Student Learning.</p> <p>(S) Technology Department surveyed entire district in Spring 2015, data is being used to improve Technology Department service and will be used as a base-line for an annual survey to track growth and areas for improvement.</p>
3	Schools communicate the goals and intended outcomes of the school improvement plan to all stakeholders.	<p>A. Principals share school improvement accomplishments at open house and other parent and community events.</p>			<p>(F) All twenty-two schools held open house this fall. Principals, district administrators, and teachers shared school improvement and district strategic plan accomplishments and challenges with the parents in attendance.</p> <p>(W) Newsletters, as well other means of communication, are used to inform parents regarding the SIP process and accomplishments throughout the school year. After each benchmark testing period, information is sent home to families about their student's progress as it aligns to the SIP plan. All middle schools have created a "Plan on a Page" to share with their building leadership team as well as with all content area teachers. Mt. Baker, Cascade, and Olympic have a common monitoring tool for their "Plan on a Page". Evidence of implementation is color coded by content in order to hold them accountable for the SIP work.</p> <p>(S) End of year progress is reported to parents individually through their final report card as well as reporting overall school progress through newsletters and other communications. The school district published in the June "Inside Your Schools" publication the significant accomplishments at each school for the 2014-15 school year.</p>
4	School-level professional development addresses areas of strengths and obstacles as identified in the school's improvement plan.	<p>A. All principals submit a (PDTIP) professional development plan aligned to school improvement to student learning department in October and in June.</p>			<p>(F) In October a professional development and technology implementation plan (PDTIP) for the 2014-2015 school year was received from the principal at each of the twenty-two schools.</p> <p>(W) No update</p> <p>(S) Behavior leadership team addressed development of SIP goals related to Social-Emotional Learning/Multi-Tiered Systems of Support through presentations at Cascade MS and Gildo Rey Elementary. Professional Development plans are being implemented to address the technology needs for the 1-to-1 rollout plan.</p>

Goal 1 Student Achievement:

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Objective 3 Instructional Framework:

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

Evidence:

Comprehensive and on-going professional development is provided to all classroom teachers and principals to ensure instruction and classroom practice aligns with the five dimensions of teaching as outlined in the district adopted CEL 5D instructional framework.

Strategies:		Evidence:	F	W	S	Comments:
1	All administrators and teachers engage in professional development on the Instructional Framework.	<p>A. All school principals and assistant principals will complete stage 1 and stage 2 instructional framework training during the 2013-2014 school year.</p>				<p>(F) New Administrators have completed Stage 1 training and have participated in eight hours out of a total twenty hours of Stage 2 training. The remaining twelve hours of Stage 2 training are scheduled to take place in January, February and March.</p> <p>(W) New Administrators have completed the January and February trainings and will conclude their final module on March 9, 2015.</p> <p>(S) New Administrators completed the final module in March finishing their required training to evaluate staff on the CEL5D+ Instructional Framework.</p>

		<p>B. All classroom teachers will complete instructional framework training prior to full implementation of the new teacher evaluation system in 2016.</p>			<p>(F) In the summer of 2014 two hundred ninety-eight new and continuing contract teachers received fourteen hours of training on the CEL 5D+ Instructional Framework and evaluation and are invited to participate in monthly professional development focused on the CEL 5D+ Instructional Framework.</p> <p>(W) Nine teachers completed the two-day CEL5D+ training in September; 19 teachers attended the October training; and 19 teachers attended the February training. So far this year, four CEL5D+ Support Sessions (Booster Sessions) have been offered to staff members new to the CEL5D+ Evaluation system. An average of 90 staff members attend the monthly support sessions.</p> <p>(S) The 3 remaining 2014-15 CEL5D Instructional Framework Booster Sessions were held on March 2nd, March 30th and May 4th. There were a total of 483 participants combined over the 7 Booster Sessions for the 2014-15 school year.</p>
2	Teachers and administrators monitor student learning and adjust instruction to ensure achievement of standard.	<p>A. Standards are reflected in learning targets, lesson design, common assessments, student work, and reporting of student progress.</p>			<p>(F) K-12 instruction is transitioning standards-based teaching, learning, and reporting to be aligned to the common core standards. Smarter Balanced Assessment Consortium (SBAC) test item specifications were distributed to middle and high school math departments as resources in lesson plan design and to align assessments to common core math standards. Standards-based teaching and learning for mathematics includes standards, learning targets, multiple practice opportunities, and the incorporation of benchmark assessments to measure skills attained. High school science teachers are developing scope and sequence, lessons, and assessments aligned to the Next Generation Science Standards. Common grading and reporting principles have been implemented at all four high schools. High school standards-based leadership teams are organizing to support standards-based teaching and learning. High school English Language Arts common core curriculum pilots identify the standards and learning targets for each lesson.</p> <p>(W) K-2 Common End of Trimester summative assessments in math are being utilized. Grades 1 and 2 also have by-standard common formative assessments in math. Grade 2 has common ELA comprehension passages. Grades 3-8 Math and ELA common benchmark assessments, including comprehension passages, Performance Tasks, brief writes (3-5), and claim 4 research (3-5) questions, as well as mathematics morning work, performance tasks, summative assessments, and weekly problem solvers, have been implemented this academic year and will need minor revisions over the summer. Middle school science and social studies have common end-of-unit summative assessments. Middle school teachers created by-standard science assessment rubrics. Work with Auburn High School staff and administrators to incorporate common grading principles through syllabi school-wide is ongoing. A plan to develop common formative and benchmark assessments during the summer 2015 has been created. The plan includes creating assessments in Algebra, Geometry, Advanced Algebra, Biology, Next Generation Science Standards year 1, U.S. History, World Studies, Global Issues, and Health. ALL ELL staff, IEP staff, SLC staff, counselors, and Title/LAP specialists received training on accommodations, designated supports, and use of the ICAs and IABs. All grades 3-8 core content teachers, team leads, and principals were provided training on accessing the ICA and IABs. All high school department heads and principals were invited to attend Support and Training on the Smarter AIR portal which is available to all teachers in each of the four high schools. The portal allows access to teachers to Interim Benchmark Assessments and Interim Comprehensive Assessments to be used to guide lesson design, common assessment development, and learning targets.</p> <p>(S) In GR9-12, 35 teachers participated in Math Alignment work in Algebra, Geometry, Adv. Algebra and Pre-Calculus, completing a gap analysis of prior Performance Expectations and new CCSS Claims. Teachers created mirrored stems for all of Claim 1 including a Pre-Calculus common assessment and mirrored item banks to be used for assessment in 2015 for Algebra, Geometry and Adv. Algebra. 10 Social Studies teachers created CCSS ELA aligned common assessments based on SBAC stems for informational text documents (Claim 1) to be implemented in US History and Global Issues for 2015-2016. 8 MS/HS teachers came together to unpack NGSS standards, evidence statements and observables to create aligned curriculum for scope and sequence 2015-2016. Another round of alignment work will be done once test item and specifications come out for NGSS assessments. This summer, ELA teachers are creating mirrored SBA assessments connected to newly-adopted curriculum.</p>

					<p>9 World Language teachers used technology integration to align their instruction to the National World Language Standards. In GRK-5, 32 preschool and kindergarten teachers attending the National I Teach K Conference in Las Vegas to increase their knowledge of CCSS. These teachers will provide professional development to their colleagues at the September LID day and at the monthly PLC meeting during 2015-2016. 5 GR1 teachers and 3 GR2 teachers met together to revise their CCSS mathematics Benchmark assessments. GR1-5 teachers met to embed their instructional calendar and district designed common assessments into the Engage New York material. These materials will be available to all GR1-5 teachers in September. Grades 3-5 teachers focused on ELA writing, research and comprehension. 62 teachers attended Step-Up to Writing Train the Trainer professional development and will be the building trainer for staff in 2015-2016. 46 teachers wrote mirrored comprehension passages from Harcourt Trophies materials to be implemented in 2015-2016. 37 teachers participated in ELA Science cross content alignment work using TCI informational passages; they stemmed resources for claim 1 and claim 3. GR3-8 Math item writers participated in CCSS curriculum development and revisions of work completed in 2014-2015. This spring teachers also received additional professional development and support on the use of interim assessments for the SBA. The Digital Curriculum website work has been expanded to all grade levels and content areas to support standards work by teacher cadre teams and district office staff.</p>
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3		<p>B. The reporting features of the district electronic gradebook are aligned to standards-based teaching & learning and clearly communicate academic progress to students, parents, teachers, and administrators.</p>			<p>(F) “Categories as Standards” in Skyward Grade Book system was implemented for high school teachers this fall. Detailed written documentation on how to use the grade book to report student progress to meeting standards was provided. If requested on-site teacher training was scheduled and provided for teachers at each high school. Early Childhood Education (ECE) teachers are linking pre-k and kindergarten standards to develop common expectations across the district.</p> <p>(W) Individual and group trainings have been conducted for teachers in using categories as standards in the Skyward gradebook as well as attaching academic standards.</p> <p>(S) The DSL coordinator went to each comprehensive high schools to meet with departments and principals to determine what format the 2015-2016 grade book would be used by each department at each school. Middle school discussed options for the grading scale to create clarity for parents and students. Ongoing work will take place in 2015-2016 to determine what options are available for the future.</p>
		<p>C. Student achievement dashboards are utilized by the school board to monitor progress for career and college readiness (including literacy, mathematics and science; advanced course work: College Board assessments; and credits earned toward graduation).</p>			<p>(F) Dashboards for DIBELS, MAPS, Honors Courses, Advanced Placement, Advanced Career and Technical Education, and credits earned toward graduation continue to be utilized and presented to the school board. The special student services “Transition Learning Community” is utilizing the high school programs-of-study documents to ensure that student transition plans include a course-of-study aligned to ensure career and college readiness</p> <p>(W) No update</p> <p>(S) The spring data reports includes disaggregated analysis of DIBELS, MAP, middle school honors enrollments, GR9 credit attainment; high school honors enrollments, Advanced CTE and Advanced Placement course enrollments; this report will go to the board in August. Academic Achievement dashboards were created to communicate progress on the following district strategic improvement plan goals.</p>
	Teachers, administrators, and parents engage in professional development for standards-based teaching and learning.	<p>A. Parents K-12 are provided multiple opportunities to engage with and become informed about standards-based teaching, learning and reporting.</p>			<p>(F) Standards-based teaching, learning, and reporting were topics shared with parents during fall open house and November parent teacher conferences. K-8 principals and staff were provided with resources that support parents in understanding our scoring criteria and the implications of the rigor of CCSS on students’ grades. Resources include email messaging with transition examples, timelines, and guiding questions to support teachers in their planning for parent teacher conference and a parent friendly PowerPoint presentation with a voice-over describing standards-based teaching and learning and the scoring criteria.</p>

					<p>(W) No Update</p> <p>(S) Parent classes offered during the summer SPACE program-information about supporting students learning and common core resources, including Kindergarten transition. My School Data pilot has been completed. All teachers will receive training on portal at the August 31 Tech Training Day</p>
		<p>B. Targeted professional development is provided to support teachers with instructional strategies to implement standards and assessments.</p>			<p>(F) Model lessons in mathematics were demonstrated in K-8 classrooms as professional development tied to instruction aligned to common core. High school standards-based teaching and learning leadership teams are developing and sharing best practice and strategies with their colleagues for use in classroom instruction and PLC discussions. Multiple Chromebook carts have been deployed to English Language Arts classrooms at each of the four high schools to support common core curriculum. Teachers are provided training to use Chromebook Carts with students to utilize cloud-based computing and storage, access on-line curriculum, and individualize learning aligned to the common core. Teams of central office administrators and teachers K-12 are collaborating to develop web-based instructional materials aligned to Common Core Math and English Language Arts. Twenty-two middle school teachers participated in eighteen hours of Sheltered Instruction Observation Protocol (SIOP) training and SIOP booster trainings. SIOP teacher coaches and district administrators attended the National SIOP conference.</p> <p>(W) Provision of model lessons in mathematics and ELA has continued. Lessons were demonstrated in K-8 classrooms as a professional development tied to instruction aligned to common core. High school standards-based teaching and learning leadership teams are developing and sharing best practice and strategies with their colleagues for use in classroom instruction and PLC discussions. Professional developments centered on instructional strategies for school-wide use of graphic organizer identifying central ideas, key details, conclusion, and summary were conducted at West Auburn High School for teachers.</p> <p>(S) K-12 3380 participants were involved in CCSS transition training for ELA, Math or other content areas. Fifteen teachers from the comprehensive high schools attended the summer Advanced Placement Institutes to enhance professional development. Professional Development around instructional and curriculum integration with technology appropriate to the learner level as part of the 1-to-1 rollout plan.</p>
		<p>C. A menu of professional development opportunities supporting transition, alignment and implementation of common core is available.</p>			<p>(F) A continuum of targeted on-going professional development opportunities were offered by the district and individual schools supporting the transition to common core standards. Topics included distributed leadership; implementation of technology; standards-based teaching and learning; IEP's aligned to common core; using data to target instruction; aligning common assessments; and the Teacher Principal Evaluation Program (TPEP).</p> <p>(W) High school counselors received training on WIAA requirements, transition planning, and assessment accommodations. From August 2014 through February 2015, 69 separate K-12 trainings have been offered to support the transition, alignment, and implementation of common core. Professional development was conducted for teachers at West Auburn on CCSS Reading Targets 1, 2, 8, and 9 for literary and informational text. Professional development was conducted for the Houghton Mifflin CCSS ELA curriculum being piloted at the high school level.</p> <p>(S) Professional development specific to Collections materials from Houghton Mifflin Harcourt was provided to high school ELA teachers in May to support forthcoming implementation. Professional Development around SBAC and TIDE has been implemented and is on-going at all levels.</p>

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 4 Technology: Technology will be integral to administration and teaching and learning to prepare all students for career, college, and life beyond high school.			Evidence: A district-wide technology plan will be developed, adopted and widely communicated. The plan is based on recommendations of the 2013 technology ad-hoc committee and includes student voice. The plan will outline the vision, goals, and timelines for deployments of infrastructure, hardware, educational software, and professional development.			
Strategies:		Evidence:		F	W	S
1	Staff, teachers, and administrators use technology to perform their job duties.	A. Technology Ad-Hoc Committee is organized to develop recommendations for implementation of technology throughout the next six years.				(F) Technology Levy planning for Year 1 device and infrastructure deployment continues to be refined using current enrollment and curriculum information. Summary plan shared with cabinet, school board, principals, instructional technology support specialists, building technology coordinators, ATLA, and librarians. (W) A "District Technology Advisory Committee" was organized to make recommendations on the implementation of the targeted 1:1 technology roll out. The committee has building administration representation from all levels (elementary, middle and high school) as well as central office representation. It is a standing committee established to advise, recommend and communicate best practice, policy and procedure to support the goals and objectives of the district strategic plan. Budgeting work is ongoing for all 6 years of the technology levy for sustainable infrastructure support. Year 1 device deployment budgeting is being compared with infrastructure and wireless requirements and needs. Technology department labor planning is in progress to determine impact and resource needs for 1:1 deployments. (S) District Technology Advisory Committee (DTAC) met multiple times throughout the spring. The DTAC wrote supporting procedures for the Electronic Resources Policy 2022. These procedures articulated expectations for staff and students in the use of the Auburn School District Electronic Resources and included acknowledgement of BYOD environments and provides a process for the use of social media tools. The DTAC established a draft board policy and procedure for the use of video surveillance. The DTAC developed a plan for the Tech Levy 1:1 rollout during Year 1 of the rollout.
		B. Plan is developed to provide sustainable broadband capacity which addresses the needs of a world-class education system.				(F) Fiber optics broadband to every ASD facility was completed November 2014. Review is underway to upgrade core broadband access in anticipation of increased bandwidth needed for implementing targeted 1:1 technology. (W) Review is underway regarding internal-wide area network infrastructure and bandwidth needs. The Director of Technology is negotiating future expansion possibilities with service providers and leveraging ERate dollar/opportunities where applicable. Planning is ongoing for infrastructure replacements to support higher bandwidth connections to the Internet (K20 planned upgrades in summer/fall/winter of 2015). (S) Department of Technology Executive Director completed Federal Erate filing for 15-16, an annual process. Erate filing for 15-16 includes requests to increase bandwidth at JPF Admin, benefiting all schools, and increase bandwidth at Virginia Cross Native American Education Center (VCNEC). VCNEC planning to continue through the 15-16 year. The Department of Technology worked with K20, the district's ISP, and infrastructure consultants to implement a plan to double the bandwidth capability to the Internet. The technology leadership team is developing budget and implementation plans for additional increases to district internal and external bandwidth links.
		C. Managed technology services from value/benefit (return on investment) perspective are investigated.				(F) Network Address Translation (NAT) conversion is 90% complete, substantial completion by end of December 2014. Utilized vendor turnkey services as much as possible for the majority of the over 1500 Chromebooks currently deployed. (W) Middle school server consolidations/virtualization was completed January 2015. Annex server

					<p>consolidation is scheduled for completion by the end of March 2015. Some complex infrastructure installations have been outsourced. For example, infrastructure upgrades and replacements for core district network devices includes services from outside vendors (i.e. experts) to assist in a smooth transition, reducing impact, and down-time for all users.</p> <p>(S) Investigation of special education-appropriate options for technology including iPad management system and training; Attendance at Special Ed Tech Summit in Chicago with Department of Technology Instructional Technology Coordinator representation. Department of Technology actively outsources technology projects, leveraging skilled labor from various vendors to accelerate technology maintenance and updates. Infrastructure upgrades at JPF Administration (Spring 2015) enhances the performance of technology training. Additional consulting work in June 2015 upgraded/replaced required wireless security devices in the data center. Consulting dollars allow tech staff to focus on the immediate needs of the classroom installations. Department of Technology proactively updated computer management tools (e.g. System Center Configuration Manager) to maintain stability and enhance the efficiency of remote software installation. My School Data has been piloted and adopted as the district data portal.</p>
		D. Infrastructure supports flexible mobile technology environment using industry standard proven performance technologies.			<p>(F) At least one wireless access point for mobile device access is installed in every school building. District mobile Chromebooks and laptops support mobility between the twenty-two schools.</p> <p>(W) Wireless performance infrastructure improvements were made at the JPF training facility and one existing wireless school site during winter 2015. Planning for wireless access at 14 schools is in progress. Implementation is planned for beginning of 2015-2016 school year.</p> <p>(S) Wireless access at 14 school buildings deployment planning, coordination, installation began in April 2015. Substantial completion of this project by the beginning of the 15-16 school year. Federal Erate applications have been submitted and, if funded, will significantly reduce the total cost impact to the 2014 Technology Levy. Review of the existing 8 schools, not included in this project, continued throughout Spring 2015 in order to budget and plan for future upgrades and/or replacements in support of this objective.</p>
Staff, teachers, and administrators use technology to perform their job duties.	E. Infrastructure review cycle is implemented to upgrade, replace, and expand capacity for a targeted program specific 1:1 access device plan.				<p>(F) Budget planning in progress for expansion of infrastructure required for targeted 1:1 technology and high density wireless deployment and installation. Infrastructure inventory has been completed with an estimated replacement cycle for critical infrastructure items.</p> <p>(W) Gigabit capable infrastructure has been acquired to retrofit Arthur Jacobsen and Lakeland Hills to improve capacity and throughput for wireless technology. Installation is scheduled for February 2015. Budgeting is in progress to support high capacity network connections through the life of the 6 year technology levy.</p> <p>(S) Inclusive of current wireless deployments, the Department of Technology Executive Director currently plans the infrastructure replacements for the coming years. Current infrastructure budgeting focuses on needed replacements for the 15-16 cycle.</p>
	F. Infrastructure supports flexible use of free/open source software or services.				<p>(F) Implemented district Google accounts for all students as of September 2014. Implemented synchronized passwords for all accounts (student and staff) as of November 2014.</p> <p>(W) District-wide Google Drive (free online file storage and completion) use has increased to over 6,000 users. Google Apps for Education tools such as Google Classroom, Google Drive, and Typing Club are being utilized in classrooms where access to devices and wireless internet are available.</p> <p>(S) Efforts to integrate Google Apps for Education continued through the Spring 2015 timeframe. The Department of Technology instructional staff closely collaborated with the Department of Student Learning to update instructor Math and ELA resources. Providing online instructional resources for educators reinforces the use of the electronic environment, promotes technology and increased flexibility. The Department of Technology implemented a new meal delivery software system, Skyward</p>

					Food Service - replacing outdated software. The Skyward Food Service module is fully integrated with other Skyward modules (Student/Fiscal), allowing for more flexible and responsive use of the student information.
	G. Infrastructure supports varied learning and professional development structures (virtual classrooms, tutoring, webinar, etc).				<p>(F) Continued support for online learning resources through growth of digital tools on district web site and the ASD Google k-12 common core curriculum web site.</p> <p>(W) Continued improvements and reviews of web filtering technology to promote and support professional development efforts and online learning.</p> <p>(S) Web filter categories reviewed by the District Technology Advisory Committee and judged to be consistent with current acceptable standards (i.e. no changes). The new district web filter allows for granular configuration in support of specific class needs, with acceptance of accountability.</p>
	H. A support model is developed to implement and maintain accessibility, reliability, and effective use of expanded technology.				<p>(F) Planning in progress for expansion of technology staffing in support of targeted 1:1. In house and formalized training of IT staff related to various mobile devices, developing internal (IT staff) knowledge of hardware and software. IT staff are learning new troubleshooting strategies and repair procedures for mobile devices.</p> <p>(W) The Technology staff is working on realigning and redesigning the Department of Technology Webpage and Resources in order to support the expanded use of technology. The District Technology Advisory Committee is in the process of creating and updating the district's "Electronic Resources Procedures and Guidelines" documents in response to the recently adopted Board Policy 2022. The Technology Department Student Internship program integrates Google training so all student interns can be leveraged to provide support in the future.</p> <p>(S) Work on departmental web site continues to be enhanced. Additional resources, such as "How To" documents, building level instructional technology have been added to the web site. The District Technology Advisory Committee finalized the district's new Internet Use Policy "Electronic Resources Procedures and Guidelines" documents. The department Internship program successfully concluded in June of 2015, resulting in new Technology Department Interns for Summer 2015. Instructional Technology Support Specialist evaluated and discussed training opportunities they facilitated during the 2014-2015 school year and set goals and objectives for the 2015-2016 school year to support the 1:1 roll out. Department of Technology staff developed plans to revise access protocols to Skyward Student Management system which brings consistency to access and control to the system - improving support. Tech Tips Newsletter has been revamped to meet learners need for monthly communication regarding helps and the latest in technology implementation.</p>
	I. Technology is used to facilitate communication and collaborative learning by parents, students, staff, and administrators.				<p>(F) School Messenger, Skyward, and Constant Contact are used at the district and school level to engage and communicate with the community. School Messenger calls made in multiple relevant languages on a number of topics (e.g. district and school activities).</p> <p>(W) Instructional Technology Support Specialists (ITSS) and the Department of Technology training objectives for Phase 1 professional development of teachers and staff are focused on the use of cloud-based technology tools that allow for communication and collaboration. Currently more than 10,000 collaborative documents have been developed district-wide in Google Drive. Google Chromebooks were purchased for all district building administrators, all Building Technology Coordinators, and all Instructional Technology Support Specialists to facilitate communication and collaboration. Throughout the instructional process, the Department of Technology provides School Messenger and Skyward communications support.</p> <p>(S) Throughout the year, including Spring 2015, School Messenger, Skyward and Constant Contact are used at all levels to communicate with the district's community. School Messenger calls made in multiple relevant languages in order to connect directly with the community served. Implementation and usage of Google Apps for Education continues to expand. Instructors throughout the district, with the help of their Instructional Technology Support Specialists (ITSS), Building Technology Coordinators</p>

					<p>(BTC) and Department of Technology staff, have posted thousands of documents and shared resources with their colleagues. The Department of Technology sent a “community survey” to staff, requesting feedback in June 2015. The technology team will use this survey to make improvements, moving forward. The results of the technology survey will be displayed at the August 31 teacher training. Department of Technology staff support and facilitate utilization of the Skyward Message Center communication tool for daily emails to students and families at the district, school and teacher levels. Progress report cards continue to be generated which are mailed to families but are also available via Skyward Family Access. - Tech Tips Newsletter has been revamped to meet learners need for monthly communication regarding helps and the latest in technology implementation.</p>
1		<p>J. Digital tools are provided to teachers to utilize Learning Management Systems (LMS) and electronic educational resources to organize and manage their coursework and student data.</p>			<p>(F) Pilot of WSIPC “My School Data and Early Warning Indicator System” are in progress. Pilot teachers and principals are providing feedback to WSIPC to identify improvements needed for effectively reporting student progress toward standards and graduation.</p> <p>(W) Training is being provided for Google Classroom (LMS) by the Department of Technology and the Instructional Technology Support Specialist at each school. My School Data (Skyward data warehouse) pilot with principals and teachers continues. Pilot recommendations to be made early this spring. Preparation, training, and testing related to online State Testing is ongoing. A College and Career Readiness website to provide support and resources to staff, parents, and students was established. The website currently includes vision and value statements, Programs of Study documents in English and Spanish, links to Career Cruising, SAT School-Day Testing Information, and the Career Cruising Progression Document for grades 6-12.</p> <p>(S) The special education department has deployed a variety of software and devices (Review 360, iPod touch, Chromebooks, iPad, Unique Learning online) for student use as well as staff use for data collection, progress monitoring, and collaboration with each other/parents. The district Google Apps for Education accounts provide access to a Learning Management System (Google Classroom) and free unlimited file storage space and creation tools (Google Drive). Department of Technology staff provided monthly file updates from the student information system in support of Career Cruising, to help students build a graduation plan. My School Data has been piloted and adopted district wide.</p>
	Staff, teachers, and administrators use technology to perform their job duties.	<p>K. A multi-year incremental roll-out plan for targeted program specific 1:1 access is developed to include Bring Your Own Device (BYOD) and district supplied devices.</p>			<p>(F) District supplied targeted 1:1 device plan template has been drawn up with refinements being made in support of program-specific needs. BYOD pilot in progress at Auburn High School.</p> <p>(W) District supplied targeted 1:1 device planning continues to be refined based on the timing of technology levy funding collections, wireless buildout, and specific program needs. BYOD pilot at AHS is in progress with no perceivable negative impacts.</p> <p>(S) AHS BYOD testing concluded in June 2015, resulting in a survey to all building staff asking for feedback on the impact of having this access available. There was no perceivable impact to the “guest” wireless access, which was open during Smarter Balance online pilot testing. As other buildings’ wireless and wired networks are made BYOD capable, the Department of Technology will work with building leadership on a plan to open up access to non-district equipment.</p>
		<p>L. Teachers utilize technology and resources to implement goals of the high-yield strategies.</p>			<p>(F) Race To The Top Project 4 – Middle School Math (1:1 with Google Chromebooks). Teachers are utilizing the technology in order to: provide immediate feedback by using digital assessments, provide personalized learning environments, and to accelerate learning.</p> <p>(W) Instructional Technology Support Specialists (1 per building) are providing Phase 1 and Phase 2 technology integration trainings across the district. Phase 1 focuses on training the teachers to be able utilize technology and resources to do their job, while Phase 2 focuses on the integration of technology tools using high yield instructional strategies. Training has been provided to small groups of teachers centering on Google forms, Flubaroo, and formative assessment using technology for real-time feedback and grading. Professional development on online tools and instructional strategies was conducted for the</p>

					<p>Houghton Mifflin Harcourt CCSS ELA curriculum that is being piloted at the high school level.</p> <p>(S) Instructional Technology Support Specialists from each building were trained by Doug Gonzales on the use of technology resources (Google Apps for Education) and the definition of high-yield strategies. They will begin in-depth training on instructional technology integration and the use of high yield strategies in the 2015-2016 school year.</p>
2	Student use of technology is accessible and evident in the classroom.	<p>A. A plan for long-term hybrid technology devices to include wired and wireless access in schools is developed.</p>			<p>(F) Through regular building technology planning process, identification of wired/wireless devices and continued support of regular school business is ongoing. Through this planning cycle areas to remain wired will be identified and a process for review will continue throughout the school year.</p> <p>(W) Building techs are preparing 2014-15 building plans for their schools, in context of new deployment planning processes (i.e. replacement of staff computers, adjusting for incoming mobile devices, and peripherals).</p> <p>(S) Building techs submitted their 2014-2015 building plans for their schools, using the new deployment planning processes (i.e. staff computers, peripherals and student labs). In Spring 2015, building techs also provided information about existing display options in their schools - so the Department of Technology could build a support plan for Chromebook display in the classroom.</p>
		<p>B. All students k-12 are provided with a comprehensive, embedded digital literacy and citizenship curriculum.</p>			<p>(F) Digital Literacy and citizenship curriculum is being developed and was piloted with building technology coordinators, instructional technology support specialists, and librarians. Several digital literacy resources are available on the ASD Google K-12 curriculum site for teachers to access and use in the classroom with students.</p> <p>(W) Scope of Digital Citizenship curriculum has expanded to Building Principals. ASD has hosted PSED Digital Curriculum trainings and will be presenting regionally at the NCCE conference in March 2015.</p> <p>(S) The Auburn School District will by utilizing the spiraled K-12 Common Sense Media Digital Citizenship and Literacy Curriculum. Training was provided to the ITSSs at the district level so they provided site based training to teachers at their buildings.</p>
		<p>C. Digital devices are provided for students to enhance high-yield strategies in the classroom.</p>			<p>(F) Chromebook carts and other technology tools are being deployed throughout this year in support of readiness to benefit with the use of technology for instruction and to support the piloting of the Smarter Balanced electronic assessment system this spring.</p> <p>(W) Chromebook deployment is up to over 2,000 units. 25 Chromebook carts have been deployed at three schools and are being utilized to support of SBAC Online testing this spring. K-2 “touch” mobile device pilot is in progress.</p> <p>(S) K-2 pilot concluded by June 2015 - concluding a touch enabled unit, like a tablet would be beneficial at the K-1 levels (with teacher feedback) and possible Chromebooks at grade 2. These results have been built into the “Year 1” targeted 1:1 rollout plans. The Department of Technology, throughout the spring, continued to replace teacher and student lab computers - consistent with established building technology plans.</p>
		<p>D. Students, teachers, and parents have 24/7 access to electronic resources for differentiating learning.</p>			<p>(F) Teachers are accessing electronic resources via the ASD Google K-12 curriculum website in Math and English Language Arts. Teachers, students, and parents have access to cloud-based resources such as Google Apps, IXL Mathematics, Khan Academy, and Springboard Online (English Language Arts).</p> <p>(W) Instructional Technology Support Specialists (ITSS) Workshops and Professional Developments focus on working with teachers to build capacity to provide 24/7 access to electronic resources for differentiated learning (Google Classroom, teacher websites, and digital curriculum materials). The K-5 supplemental science textbook and digital resources are being integrated into classrooms. Teachers continue to access electronic resources via the ASD Google K-12 curriculum website in Math and English Language Arts. Teachers, students, and parents have access to cloud-based resources such as Google</p>

					<p>Apps, IXL Mathematics, Khan Academy, and Springboard Online (English Language Arts). With the support of the Department of Student Learning, teachers continue to develop and post lessons and resources they have developed for ELA and mathematics.</p> <p>(S) Instructional Technology Support Specialists (ITSS) workshops and other professional development continued providing teachers with relevant training - building capacity for 24/7 access to electronic resources. Anytime, anywhere learning tools provided, but are not limited to, Google Classroom, teacher websites, and digital curriculum materials. In Spring 2015, the Department of Technology began collaborating with Student Learning to transform math curriculum into an online resource - in support of 24/7 access to resources. The Department of Technology provided student information for building Auburn's Springboard Online database to support comprehensive instructional programs.</p>
2	Student use of technology is accessible and evident in the classroom.	<p>E. Access to content at home or in the community through a web portal or similar system is provided.</p>			<p>(F) Additional digital tools are being added to the ASD Google K-12 curriculum web site. This website, available anywhere in the world, continues to grow and content added that is aligned with academic goals for teachers and students. Current efforts focus on digital content for English Language and Arts, providing a “one stop shop” for digital curriculum for teachers. Unified logins between district network access accounts and Google accounts allows for a seamless transition between district and cloud-based resources.</p> <p>(W) Google Classroom and teacher website trainings are being provided by the ITSS staff.</p> <p>(S) Various tools promoted to ITSS and ATLA staff, usable from anywhere on the Internet (e.g. Google Sites, District Schoolwires, Google Drive storage, Google Classroom). Implementation of Skyward Food Service module now provides online/real time access to meal balances for staff and students. Families and students have access to update meal balance information anytime, anywhere.</p>
		<p>F. Explore methods to assist economically disadvantaged students to gain access to digital technology and network resources.</p>			<p>(F) Materials were distributed to parents during the October 2014 middle school “Reaching Out Fair” regarding how to access low cost broadband, digital technology, and network resources. Google Apps for Education provide all students with world class collaboration, applications, and technology.</p> <p>(W) Race to the Top Project 4 Chromebook implementation for math and science classrooms (Olympic and Cascade Middle Schools) is in underway.</p> <p>(S) Race to the Top Project 4 Chromebook implementation for math and science classrooms continued (Olympic and Cascade Middle Schools) continued throughout Spring 2015. Department of Technology staff continued to provide updated information for the College Bound database and maintain College Bound eligibility status in the student information system. Processes were put in place for school counselors to easily identify and contact families about the College Bound Scholarship. Materials are available at all schools for families regarding how to access low cost broadband, digital technology and network resources.</p>
3	Staff, teachers and administrators participate in professional development to become proficient in the use of technology in their job assignment.	<p>A. A district-wide plan is developed to purchase, distribute and provide staff development in use of interactive instructional technology tools that can be utilized by staff to work toward the goals of the High-Yield Strategies. The plan allows time for teachers to organize, practice and implement the conversion to a technology-based classroom.</p>			<p>(F) Principals were provided with Chromebooks and are receiving training during their principal cohort meetings to build knowledge and capacity to accelerate technology adoption at the classroom level. Continued training for Auburn Teacher Leadership Academy (ATLA) Cohort 5 teachers using Chromebooks to support teacher leadership in instructional technology is being provided.</p> <p>(W) All district building administrators, Building Technology Coordinators, and Instructional Technology Support Specialists were provided with Chromebooks to facilitate communication and collaboration. High school department chair cross-district PLC Instructional Technology Tools Training is scheduled for March 5, 2015.</p> <p>(S) During Spring 2015, the Department of Technology staff planned a training day for all teaching staff on August 31. As part of this plan, the departmental leadership coordinated the purchase of Chromebooks for all teachers, to be provided at the August training.</p>
		<p>B. Ongoing professional development is provided for</p>			<p>(F) Each school was provided with one Instructional Technology Support Specialist (ITSS) who will provide consistent and ongoing professional development on integrating high yield instructional strategies with</p>

		staff in instructional technologies with an emphasis on high-yield strategies.				<p>technology. The focus for the Auburn Teacher Leadership Academy is to integrate technology and digital tools. Each principal, ATLA teacher, Building Technology Coordinator, and Instructional Technology Support Specialist received a Chromebook, training, and ongoing support.</p> <p>(W) Thirty-minute technology trainings are held during each monthly Principal Cadre level meeting to support principals in their use of technology thereby equipping them to train and develop their staff members to utilize high yield strategies. Instructional Technology Support Specialist “Open Labs Workshops” are offered at all schools.</p> <p>(S) Technology training and presentations on “Year 1” of the targeted 1:1 deployment continued through Spring 2015. Instructional Technology Support Specialists continued to provide “Open Labs Workshops” throughout the spring. Principals received information about the 2014 Technology Levy rollout so they could begin planning where to place technology so it had the greatest impact to student achievement. In June 2015, ATLA 2.0 orientation kicked off, with a focus on instructional technology leadership. Department of Technology provided semi-monthly training for Skyward Student users. Multiple PLC’s requested SBAC training to align curriculum with state assessments. Training was given at multiple sites and teacher teams planned use and implementation throughout spring. Use of ICA practice and data from TIDE was implemented at multiple sites, including SBAC online sites in the district.</p>
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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 5 High School Graduation: The Auburn School District will increase and continue to exceed the State of Washington’s on-time and extended high school graduation rates.				Evidence: By 2016-2017 school year all Auburn School District High Schools will meet or exceed the Road-Map Project 2020 on-time high school graduation goal of 90%.		
Strategies:		Evidence:		F	W	S
1	All schools increase community, staff, parent, and student understanding of the learning standards, required assessments, and graduation requirements.	A. All schools use newsletters, websites, open house, conferences, and other school events to communicate with staff, parents and students.				(F) In September students and parents received communication regarding state assessment results and their progress toward meeting standard and graduation requirements. In fall of 2014 students and parents received communication regarding state assessment results, their progress toward meeting standard (K-12), and graduation requirements. The Native American Education Program (NAEP) Coordinator presented “Partnering for Student Success” at the Reaching Out Fair. This presentation was also shared at an October gathering of Native American students at Olympic Middle School. (W) No update (S) Pre-K Early Learning Fair; Monthly Family Community Connections in early learning programs; Parent workshops for elementary and middle school students around learning standards, assessments, transitions, and college and career readiness provided during Spring Building Bridges event. Kindergarten orientation, GR6 and GR9 orientations for families occurred at each school in the spring of 2015.
		B. Refine high school annual performance reports/school profile to include college and career readiness statistics.				(F) Coming Attraction 2015-2016 (W) No update (S) No update

2	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.	A. Develop an Early Warning Indicator System (EWIS) to identify students early in their educational pathway who are not on target for graduation or who are at risk of dropping out of school.			<p>(F) The ASD Early Warning Indicator System committee is exploring and planning to pilot the EWIS that is integrated within the WSIPC “My School Data” Skyward application.</p> <p>(W) The EWIS committee meets monthly to design systems that provide real time accessible data on ABC indicators, as well as other indicators such as test scores, as measured by operationalizing “My School Data” as our data display tool. This transforms the information from data that is pulled separately for each school to data that is easily accessible and relevant in monitoring student progress and aligns interventions through use of an RTI Tool.</p> <p>(S) Eight hundred and seventy-nine (879) 8th graders completed a high school and beyond plan. The EWIS committee continues to work on the design for intervention, focusing on the middle grades and transition to high school. 18 students are presently enrolled in the WAHS GR9 Academy program. Committee members utilized My School Data and internal school systems to identify students demonstrating at risk indicators (poor attendance, failing grades, significant discipline). These students will be supported and monitored in the coming year. A grant in partnership with Communities In Schools will provide additional resources and structures to support the work of the EWIS committee. Department of Technology staff ensured state assessments displayed properly in My School Data, inclusive of PSAT and SAT score data. Technology staff provided student information regarding dropouts, so contact could be made to re-engage eligible students in Auburn educational programs.</p>
3	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.	A. Development of the high school and beyond plan to begin at the middle school.			<p>(F) Career Cruising was deployed in November and will be used for storing, reviewing, and revising the state-required high school and beyond plan. Career Cruising is available at the middle school and students will use this tool to plan for high school and beyond course taking.</p> <p>(W) Information from OSPI, State School Board, and legislation was integrated to provide clarity to develop district guidelines for the High School and Beyond Plan. Collaborated with middle school counselors to identify access points to connect students to High School and Beyond Plan.</p> <p>(S) Department of Technology staff provided monthly file updates of Skyward student related information to the Career Cruising database.</p>
	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.	B. Increase offerings of STEM (science, technology, engineering, and mathematics) and Career and Technical programs at the middle schools.			<p>(F) STEM Computer Science is offered at Rainier Middle School this school year. STEM Construction program has been reestablished at Cascade Middle School. A curriculum framework for STEM Computer Science and STEM Kitchen Science have been developed and submitted to OSPI.</p> <p>(W) STEM Computer Science course was approved by OSPI as a CTE course.</p> <p>(S) As of July 30, six sections of STEM Computer Science will be offered at Rainier MS for 2015-16. As of July 30, six sections of STEM Construction will be offered at Cascade MS for 2015-16.</p>
		C. Expand offerings of high school credit bearing courses for students in 7 th and 8 th grade at all middle schools.			<p>(F) This fall Advanced Algebra Trig was implemented as a high school course offered at the middle school.</p> <p>(W) No update</p> <p>(S) Using data collected through Skyward & the Equal Opportunity Schools’ survey process, Auburn Middle Schools provided academic counseling to students from traditionally underrepresented populations to better connect them to high school credit bearing courses, thus expanding enrollment in math and science high school credit bearing courses.</p>
		D. During the school day college board assessments will be offered to all students in grade 8, 9, 10, and 11.			<p>(F) The College Board Assessments Readiness grade 8, PSAT grades 9, 10, & 11, and SAT grade 12 were administered in October during the school day. All four middle schools and all four high schools participated.</p> <p>(W) No update</p>

						<p>(S) Nine hundred and seven (907) Auburn juniors took the SAT in April 2015.</p>
		<p>E. Expand Pre-Advanced Placement and Advanced Placement course offerings including courses that are Advanced Placement Career and Technical.</p>				<p>(F) Twenty High School students participated in the 2nd annual Advanced Placement Summer Bridge event over three days in August 2014 to prepare for their first AP course taking. In partnership with Equal Opportunity Schools (EOS) the ASD expanded the work to close Equity Gaps in accelerated programs to begin at the middle school level. In partnership with the Auburn School District, Equal Opportunity Schools developed a staff and a seventh grade student survey to foster accelerated learning opportunities and create a clear pathway to college and career readiness. AP Computer Science and AP Psychology courses have been expanded to Auburn High School. AP Comparative Government and Politics is being piloted this school year. In the fall of 2014 there are more than 2,050 course enrollments in advanced placement courses at the high schools. One hundred and eighty-two students have been identified by the College Board as AP Scholars. The College Board reported that 519 Auburn School District students earned a 3 or higher on their AP test in the spring of 2014.</p> <p>(W) Meetings with each middle school principal were conducted to analyze opportunity gap data to support their leadership and participation in Equal Opportunity Schools survey. Seventh graders at all four middle schools completed a survey to identify their future aspirations which will be used to help determine accelerated learning opportunities for their eighth grade year. Eighty-five percent of the enrolled sophomores and juniors at the comprehensive high schools were successfully surveyed about post-secondary aspirations to support one-on-one academic counseling sessions. Ninety-three percent of staff completed the survey providing information on recommendations for students who should be engaged in rigorous coursework.</p> <p>(S) AP Environmental Science (also CTE) was added to course offerings at Auburn High in Spring of 2015 and is being implemented. AP Music Theory was added to course offerings at Auburn High in Spring of 2015 and is being implemented. AP Seminar, part of the College Board's new AP Capstone Diploma program, was added to course offerings at Auburn Riverside and Auburn Mountainview in Spring of 2015 and is being implemented.</p>
3	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.	<p>F. Curriculum frameworks developed for career and technical (CTE) courses whose content in STEM (science, technology, engineering and mathematics) is equivalent to high school graduation requirements.</p>				<p>(F) Vertical meetings between middle and high school STEM Robotics teachers began this fall to develop curriculum frameworks aligned to high school equivalent graduation requirements.</p> <p>(W) Curriculum frameworks for courses in the Agriculture Education Program, including science courses aligned to Next Generation Science Standards, were finalized and submitted to OSPI for approval of updates.</p> <p>(S) All courses in the Agriculture and CTE Arts Programs (which include STEM courses) participated in a curriculum review updating frameworks as necessary to align with industry standards, Common Core State Standards, and Next Generation Science Standards. All Agriculture curriculum frameworks were submitted to OSPI and approved. CTE Arts courses (Visual Communications, Jewelry, Video Gaming and Interactive Media) will be submitted to the state for reapproval by January. All courses in these programs were approved by the School Board in June 2015.</p>
		<p>G. Increase opportunities for career and technical program students to earn industry-recognized certification.</p>				<p>(F) No updates at this time</p> <p>(W) In CTE courses, students earned 999 industry certifications in Automotive, Business, Electronics, Family and Consumer Sciences, Horticulture, Machining, and Visual Communications. This is an increase of 434 more certifications than during the 2013-2014 school year.</p> <p>(S) In CTE courses, students earned over 1200 industry certifications in Automotive, Business, Electronics, Family and Consumer Sciences, Horticulture, Machining and Visual Communications over the course of the 2014-15 school year.</p>
4	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	<p>A. Professional development opportunities are planned and delivered to staff to address dropout prevention,</p>				<p>(F) Student Special Services Transition Learning Community provided additional teacher access to resources for increasing student engagement and decreasing drop-out rates.</p>

	resources, including principals, counselors, and/or outside agencies working with the district.	intervention, and retrieval.			<p>(W) No update</p> <p>(S) Middle and High school counselors met with area mental health and intervention providers to increase their repertoire of available resources in order to connect students to positive programs, including alternative education options, to address prevention, intervention, and retrieval options for students. High school counselors and administrators were provided a list in April of students who were considered 'dropouts' and made efforts to contact them to reconnect in their education.</p>
		B. Continue emphasis and successes of the Auburn Will Graduate program.			<p>(F) Continued partnership between West Auburn High School and Graduation Alliance ensures students have appropriate access to the Auburn Will Graduate Program.</p> <p>(W) Students continue to participate in the Graduation Alliance program. Program and district staff met in February to clarify roles, responsibilities, and actions that may increase program effectiveness. A data collection format has been agreed upon for future measurement of success.</p> <p>(S) The spring data reports includes disaggregated analysis of DIBELS, MAP, middle school honors enrollments, 9th grade credit attainment; high school honors enrollments, Advanced CTE and Advanced Placement course enrollments; this report will go to the board in August. Academic Achievement dashboards were created to communicate progress on the following district strategic improvement plan goals. Over the 14-15 school year 99 students earned 54.5 credits through Graduation Alliance. One student met graduation requirements and earned a diploma.</p>

5	District and school resources are made available to address students identified at risk of failure or dropping out of school.	A. Academic progress reports, updates, and dash boards are regularly scheduled for presentation to the school board.			<p>(F) Updates on the transition to Common Core State Standards and SBAC were provided to the school Board in October.</p> <p>(W) Updates on professional development for the transition to Common Core were provided to the school board in January.</p> <p>(S) The spring data reports includes disaggregated analysis of DIBELS, MAP, middle school honors enrollments, 9th grade credit attainment; high school honors enrollments, Advanced CTE and Advanced Placement course enrollments; this report will go to the board in August. Academic Achievement dashboards were created to communicate progress on the following district strategic improvement plan goals. P-3 school board presentation; SPACE – free preK child/family education model designed and implemented</p>
		B. Full-day or extended kindergarten is offered to all students at all elementary schools.			<p>(F) All elementary schools now have full day kindergarten or extended day kindergarten in place.</p> <p>(W) Scheduling for Kindergarten Round-Up has begun and district wide Kindergarten registration opened January 20th. Screening for Jump Start to Kindergarten is scheduled for May.</p> <p>(S) 13 of 14 elementary schools will have state funded FDK in the 2015-1 school year.</p>
		C. In-house and/or community credit alternatives available to continue learning for students who have been suspended, including on-line learning.			<p>(F) Interim online learning program is available as an educational option for students on emergency expulsion or long-term suspension. Secondary schools utilize in-school and non-school-day (after school and/or Saturday school) disciplinary settings to minimize impact of classroom removals.</p> <p>(W) The fall report continues to be accurate.</p> <p>(S) Continued partnership with Graduation Alliance for students who were long term suspended or expelled</p>
		D. Expand credit recovery options to minimize course failures and increase on-time graduation and extended graduation rates.			<p>(F) Native American Education Program (NAEP) students were interviewed by the Migrant Student Data Recruitment and Support office. Once qualified for the program students can take a course through the PASS program for credit retrieval. Students enrolled in the program have opportunity to take on-line APEX Learning courses for credit retrieval.</p>

						<p>(W) Title funded high school credit bearing opportunities (in addition to general education, ELA, math, and science) are being offered at all comprehensive high schools. Currently 419 students are enrolled in 621 high school credit-bearing courses through Apex Online Learning. One hundred fifty-eight courses have already been completed as of January 21st.</p> <p>(S) All high schools will offer credit recapture classes this summer.</p>
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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 - Cultural Awareness and Customer Service: All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.			Evidence: Using the Center for Educational Effectiveness (CEE) Parent Perception Survey (Parent and Community Involvement and High Levels of Collaboration & Communication sections) the district attains a 90% positive rating with the combined totals of the “Almost Always” and “Often True” responses; CEE surveys including parent survey will be conducted every other year beginning in the fall of 2014.			
Strategies:		Evidence:		F	W	S
1	All school district employees promote positive and respectful interpersonal relationships with all patrons of the school district.	A. Parent perceptual survey data continues to monitor progress toward positive engagement in schools and district.				(F) The Center for Educational Effectiveness Surveys for staff, student, and parent were implemented this fall at all twenty-two schools. Data from these surveys will be available in January 2015. The School Board conditions and belief perceptual surveys were conducted in October 2014 with staff district-wide. (W) The parent survey data was provided to the district in February and reviewed with principals during a general principals’ meeting. CEE staff survey data was reviewed at the school board retreat in January. All principals received training and CEE results at the general principal meeting in February. (S) The Family Engagement and Student Success staff continue to share strategies for promoting positive relationships with families through building trainings, on the website; a team of 10 buildings and district leaders attended the National Family Engagement Conference in Chicago.
		B. Throughout each school year professional development series is offered to staff to increase cultural awareness and cultural proficiency in a customer service environment.				(F) Family Engagement Coordinator presented family engagement information to building administrators during the September and October principal cadre meetings. The District Family Engagement office has provided Effective Parent Engagement training to all new teachers hired during the new teacher orientation and also presented to several school staff during building retreats. The coordinator is also working very closely with several schools to increase their parent engagement capacity and supported ten school events held at Dick Scobee, Gildo Rey, Mount Baker Middle School, Auburn Riverside High School, Auburn High School, West Auburn High School, and Student Special Services. During the past summer (in partnership with the Road Map Project) five ASD administrators and a para-educator attended a Parent Engagement class at the Harvard Graduate School of Education. (W) The Family Engagement Coordinator has continued to present Family Engagement training at each building during scheduled staff meetings. She has also shared resources and strategies to increase family involvement and outreach. She continues to attend school events and presented at several schools for ReadStep and PSAT/SAT parent informational nights (5 district presentations and 14 building trainings conducted to date). (S) The committee for equity and excellence in education met monthly under the direction of the coordinator for Family Engagement; membership in this committee increased to include members of school and city community; Seven school and district leaders attended the Regional Convening Equity Consortium on April 29, 2015.
		C. Parent and community outreach program implemented to communicate resources available for parents and students, academic learning standards, graduation requirements, and career and college readiness.				(F) More than 300 middle school students and their parents participated in the 16 th Annual Reaching Out Fair with more than forty vendors that represented community colleges, universities, high school programs, and community resources. Family Engagement coordinators provided resources through a booth and in an informational breakout session. The Native American Education Program hosts a monthly parent, guardian, and community meeting. An active Native American Parent Advisory committee was established this fall. (W) On March 17, the district will host its second community and family outreach event, “Building

				<p>Bridges”. This event will consist of 40+ vendors and community based organizations providing resources for families, as well as breakout sessions to educate families on several topics, including common core, SBAC testing, using Family Access, the path to College and Career Readiness, supporting student learning, and many more. This event is free to all families. Dinner, transportation, and interpretation is provided. The assistant superintendent for Family Engagement and Student Success has been invited to serve on the Open Doors for Multicultural Families Advisory board and additionally participates on the Cultural Competence Training and Family Resources subcommittees. The Executive Director of Secondary Programs facilitated initial Career Cruising training for 25 staff members and administration to support high school course planning, High School and Beyond Plan implementation, and decision making about college and career readiness. Middle school career conferences were conducted at all four middle schools. Three hundred 8th grade students participated in presentations from twelve business presenters, four post-secondary presenters, and ten career and technical education program presenters. Data was presented from approximately 800 career conference student surveys to the Chamber of Commerce Education Committee. One thousand copies of Programs of Study were distributed to middle and high schools to support deliberate course planning for the 2015-16 school year. The district event “Beyond High School Night” was held at Auburn Riverside High School for all high school students and their parents to learn more about opportunities after high school. Approximately 700 students and parents attended the event which included workshops and a post-secondary education and training fair.</p> <p>(S) Ninety-seven percent (97%) of eligible students from the class of 2019 completed College Bound Scholarship applications. The Auburn School District Native American Education Program established a page on Facebook and maintains a presence on the district web site. An electronic communication is sent bi-monthly to all parents regarding Native American program events; More than 350 students and parents attended the Building Bridges event in March</p>
1	All school district employees promote positive and respectful interpersonal relationships with all patrons of the school district.	D. Parent leadership academy is established to increase parent involvement in schools and district to support academic achievement, on-time graduation, and career and college readiness.		<p>(F) Parent Education and ELL classes began in September 2014. A 10-week series offered in partnership with Centro Rendu provided classes in Spanish to the thirty parents enrolled. The district is partnering with the City of Auburn to provide two more 10-week sessions of classes and is expanding to two additional locations to better serve our non-English speaking families throughout Auburn. The Auburn School District Native American Education Program established a page on Facebook and maintains a presence on the district web site. An electronic communication is sent bi-monthly to all parents regarding Native American program events.</p> <p>(W) Parent ELL and education classes have continued into a second session with 27 participants and are expanding to a second location beginning March 31 at Rainier Middle School to increase the number of families served.</p> <p>(S) Parent education and engagement classes provided to preschool parent participants of the SPACE program as part of the DD3 grant.</p>
2	All communication to parents and the community is easily accessible, timely, accurate and available in multiple mediums and predominant languages.	A. All essential documents and communication from schools and district are translated in predominant languages and made available through multiple mediums.		<p>(F) This fall the Programs-of-Study documents were translated into Spanish. August through November 626 requests were made for interpreter translation services. ASD currently has thirty-two district level interpreters including 1 French, 2 Marshallese, 4 Punjabi, 1 Russian, 3 Russian/Ukrainian, 19 Spanish, and 1 Vietnamese. Family Engagement coordinator shared information in staff trainings regarding translating documents, using interpreters, and communicating with families. Direction for using TransAct services and other translation resources are available on the Parent Engagement web page. A brief in-service on how to effectively use interpreters was provided to the school board.</p> <p>(W) The Family Engagement Coordinator has been working with buildings providing training and support on translating documents, language use, and other strategies for reaching all families. Data regarding use of interpreters and translators reflects consistent implementation of this goal. From July through February 1, 2015, 831 requests for interpreters or translated materials have been received. Three hundred and forty registered users for TransACT have accessed documents this year.</p>

						(S) Family Engagement Coordinator webpages and Twitter provide resources, activities, information, and support for families and staff in the ASD, and is communicated and translated during parent classes. 179 requests for translation of district and building documents into 7 different languages while 1118 interpreter requests were made in 22 languages (highest language need for interpretation and translation are Spanish, Ukrainian, Marshallese, and Russian).
3	Teachers deliver scheduled K-12 progress reports and report cards regularly to parents in a format that meets the needs of the family.	A. Progress reports and report cards are delivered to all parents/guardians regularly and timely to report and support academic progress.				<p>(F) Progress reports and report cards for the first trimester and the first semester were delivered to all parents/guardians. Communication to K-8 parents was provided in multiple formats and languages to meet the needs of the family. The use of interpreters by schools and programs for more effective communication with parents has increased this fall.</p> <p>(W) Trimester 1 and Semester 1 progress reports were distributed to all families K-12.</p> <p>(S) Semester 2 grades were distributed to all families K-12.</p>

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.	A. School-to-work opportunities, scholarships, academic awards, and resources from our community are increased to support student achievement and success.				<p>(F) Forty-three students are enrolled in a Career and Technical Education work-based learning opportunity where they learn on the job and earn credit at the same time. Fifty-seven high school students participated in the Rotary Job Shadow this November 2014. The Boeing Summer Internship program hosted three students for an exceptional internship experience with Boeing. This fall all Career and Technical Education Programs held their first industry/business advisory committee meeting of the school year. Muckleshoot Indian Tribe leaders presented to thirty Native American students about the importance of education, why their tribal leaders want them to succeed, and offered a glimpse into how systems and program planning works at the tribe. A UC Berkeley Native American representative made two presentations to students, one during the school day and one during the evening so parents could attend as well if desired. Twenty Native American students from all high schools attended the UW Tacoma "Symposium on Contemporary Native American Issues in Higher Education".</p> <p>(W) The Equity in Education committee supported the attendance of 20 Latino students to the LEAP Conference in Tacoma, WA, February 26-28th. They also sent 40 students to the La Chispa Leadership Institute on February 4. Other supports include providing transportation for school-based leadership groups to attend community outreach events.</p> <p>(S) For the third year, Boeing has included Auburn School District in offering a paid summer internship for 3 students at the high school level. For second semester 79 students participated in a work-based learning experience earning credit and a paycheck at the same time. The Career and Technical Education advisory committees met in May to review and provide guidance to the CTE programs of the district.</p>
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.	B. Create and maintain a business community database for placing students into mentorship, internship, and job-based learning opportunities.				<p>(F) The Community Lab program has agreements in place with 40 area businesses and 9 school district sites to provide older students with disabilities authentic settings to develop work-place skill development in concert with their IEP transition plans. Presently 30 students are placed in the community settings. Three new businesses have initiated agreements this fall.</p> <p>(W) Educational career experience and job shadow opportunities with the King County Department of Transportation were established to support connection to livable wage diesel engine repair careers.</p> <p>(S) On June 4th the district held the Community Lab business appreciation luncheon, celebrating the numerous businesses in our community who offer paid and unpaid work experiences for students with disabilities</p>
		C. Continue to develop and strengthen partnerships with parents, local childcare providers, and agencies that serve PK-12 students for school readiness are strengthened.				<p>(F) Pre-K Cohort 6 for early reading literacy began with eighteen participants. The PreK "GLAD" training began for twenty-five early childcare and preschool providers including Auburn School District ECE and Head Start programs. The ASD Early Learning Executive Committee has met three times this fall and is organizing a "Promising Practices Convening for the Roadmap Districts" in December. The Auburn School District continues strong partnerships with Open Doors for multicultural families, the Autism Outreach</p>

					<p>Network, Centro Rendu, St. Vincent de Paul, Green River Community College, and other agencies as conduits for partnerships with parents to promote student achievement.</p> <p>(W) As a part of the Deep Dive 3 project, a preschool and parent education program was developed to provide classes for children not currently being served, as well as parent education classes. Thirteen students and parents are enrolled. Parent classes cover a variety of topics on how to support and prepare your child for school and are led by many community based organizations, including KCLS, AYR, FoodSense, Valley Cities, and Children’s Home Society. We have entered into new agreements with Treehouse (supporting foster students) and AYR for a new program at a high school to support mental health services. Pre-K Cohort GLAD class registration has reached capacity at 35 participants. Requests for additional training for the Pre-K GLAD are coming in and will be considered. Cohort 6 classes continue to be held and requests for new members continue to come in. The cohort began with 13 participants and currently has 21 participants.</p> <p>(S) We have a total of 108 partners in our early learning work This includes faith-based and private childcare and preschool programs as well as Muckleshoot Head Start and our ASD ECE programs. We have continued our work on the components of Preschool Guided Language Acquisition Design (GLAD) with Kindergarten, Head Start, ECEAP teachers and 10 of our existing partnering teachers in our community and faith-based preschool/childcare centers. We expanded our work to engage teachers in GRPK-3. Our continuing focus revolves around continuing support for “kindergarten readiness”, the mentoring element of “powerful primary grade teaching” which focuses on strengthening teacher content knowledge and instructional skills through the support of a mentoring model using a data cycle. Teachers are benefitting from professional development on Common Core State Standards and Next Generation Science Standards, aligned assessment design, and respond to data by matching instructional levels and GLAD strategies (i.e. tiered vocabulary, use of graphic organizers, learning and language objective, Total Physical Response...) to each student’s need. A continuation of our <i>Powerful Primary Grade Teaching</i> model will be employed to achieve these outcomes. Over the course of this past school year the district has developed, maintained, or enhanced partnership with the following agencies in support of student success: Auburn Youth Network, Communities In Schools, Community Roundtable, Centro Rendu, Green River CC, City of Auburn, YMCA, King County Coordinating Consortium on Gangs, Open Doors for Multi-Cultural Learning, Treehouse, Muckleshoot Indian Tribe, AYR, Valley Cities, KCLS, KCHA, Neighborhood House, Auburn Food Bank, Hope + Help Counseling Services</p>
	D. Develop partnership with government, agencies, organizations, private schools, and childcare providers to promote cultural competency, implementation of common core standards, access to state required assessments, and world language assessments.				<p>(F) World Language competency based credit assessment was administered on October 4th with 230 students earning 670 high school credits. The Auburn School District partnered with the Latino/a Educational Achievement Program (LEAP). LEAP Peer Leaders program created at Olympic Middle School, Mount Baker Middle School, and Auburn Riverside High School. Lake View Elementary, Auburn Mountainview High School, and Gildo Rey Elementary have hosted multicultural events this fall that have been well attended by families and community members. At Dick Scobee Elementary an evening parent event was attended by over 300 parents and students to promote common core math activities at home.</p> <p>(W) World Language competency-based credit assessment was administered on December 4th. Two more test days have been scheduled for this year.</p> <p>(S) Two additional World Language Assessment days were offered in the spring.</p>

Goal 3 Policies and Resource Management:

Auburn School District policies and resources are aligned to the strategic plan.

Objective - Prioritize Resources:

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

Evidence:

The district is fiscally sound with resources aligned to accelerate student achievement and promote college and career readiness in safe and positive learning environments for all students.

Strategies:

Evidence:

F

W

S

Comments:

1

Auburn School District and schools prioritize and align federal, state, local, and grant funding to the strategic plan and school improvement plans.

A. Fiscal resources from a wide variety of sources are aligned to support district and school improvement and standards-based teaching and learning.

B. Auburn School District will apply for, receive and utilize Road Map Federal Race to the Top (RTTT) grant funding to address student learning priorities.

(F) Title 1 funds provide instructional support to at-risk students in grades 5-12 in English Language Arts, writing, math, science, and instructional specialist at the middle schools to support common core state standards implementation. Title II funds provide professional development for school improvement work, support transition and implementation of common core state standards, professional development for high yield strategies, assessment training, enhancing academic success for all students, and accelerated learning. Learning Assistance Program (LAP) funding increases are supporting additional intervention staff at the K-4 level including after school mathematics intervention programs for students K-12 and extended-day kindergarten at four elementary schools. Gates Grant Funds and Lucky Seven Grant funds support English Language Arts and math supplemental purchases and training to support Common Core State Standards transition at the elementary level. LAP resources are providing extended day kindergarten at schools where state funds are not available. To support the implementation of the 2013-2016 Strategic Plan the focus of fiscal resources have expanded to support Family Engagement, implementation of Common Core Standards, SBAC Assessment, technology implementation, and Career and College Readiness.

(W) The Revised budget process has allowed the district to further align resources to address the learning needs of students. The additional staffing needed to address the K-1 class size has provided for smaller class sizes in 11 of our 14 elementary schools that meet the state definition of high need. Additional resources have been provided to address the learning needs of our students in ELL and special education programs, and to address reading and math. The district has acquired five additional portables to address growth at Evergreen Heights, Arthur Jacobsen, and Ilalko. Planning is underway to determine what will be needed for 2015-16 school year. Activities above continued from Fall. Determined distribution of over \$10,000 in Auburn Public School Foundation funds to support music education, tutoring opportunities, and STEM projects at the elementary and secondary levels.

(S) Activities above continued from Fall and Winter. Lucky Seven provided another grant for K-8 math work of \$170,000 to be used in the 2015-2016 year.

(F) 2014-2015 Auburn School District Race to The Top Grant funding supports student learning within nine different areas. Project 1- The Teacher Leadership Academy (ATLA) program; Project 2- My School Data, Regional Data Portal, EWIS and use of data in the classroom; Project 3b -Pre-K GLAD training; Project 4- Chromebook carts and training for all middle school math teachers; Project 5 - Career Cruising software and counselor training for k-12 College and Career Readiness K-12; Project 6 - UW Dream Team Project Partnership at middle and high schools for College Readiness; Project 7 – During the school day College Board Assessments (ReadiStep/PSAT/SAT); Project 8 - Programs of Study Career Pathways project; and Deep Dive 3 - North Auburn Parent and Community Partnership (NAPCP) Wrap-Around Support for Students and their families.

(W) No update

(S) RTT Project 2 money has been acquired and used for My School Data portal for all staff and for ongoing training and support of My School Data and inter-district portal being developed by WSIPC.

	Auburn School District and schools prioritize and align federal, state, local, and grant funding to the strategic plan and school improvement plans.	C. Regular monitoring and reporting of fiscal stewardship and accountability for district resources is provided to the school board.			Additional training was provided on the career awareness tool, Career Cruising, to support staff in implementing the tool at the middle and high schools. (RTT Project 5. Twenty-three thousand copies of Auburn School District's Programs of study were distributed to each of the eight secondary schools and made available for academic counseling in order to facilitate a thoughtful course scheduling process. (RTT Project 8). High School representatives attended a Biology Institute with the Superintendent to discuss implementation of the NGSS standards at the secondary level.
2	Auburn School District supports low performing schools with enhanced resources including budget allocations, programs, and staffing.	A. Challenged schools receive additional fiscal and staff resources to address student learning needs.			<p>(F) Aligning with the district strategic plan, additional budget resources are focused on the middle schools, career and college readiness, family engagement, and transition to common core standards. Additional resources are also allocated to our most challenged schools to assist in closing opportunity gaps.</p> <p>(W) Additional resources have been allocated to special education and assistance at elementary level to address the reading and math learning needs of students. Additional budget resources were focused on high impact programs in special education.</p> <p>(S) To accommodate reduced class size and increased enrollment, 17 portable classrooms were ordered, delivered, set up and occupied. Ten additional portable classrooms have been ordered 8 of which will be ready for occupancy in August 2015 and 2 will be ready for occupancy in the fall 2015.</p>
		B. Regular review of district policies and procedures to ensure funding, materials, and instructional resources align to student achievement.			<p>(F) No updates at this time</p> <p>(W) Policy updates on Family Engagement have been revised and developed to focus additional support to our families. Additional resources have been placed in schools with high populations of Spanish-speaking families to communicate more effectively between the schools and families. The school board adopted policy 4129-Family Engagement and reviewed policy 6100-Local, State, and Federal Sources. Procedures for 2161-Special Education and 2410-Graduation were updated.</p> <p>(S) Electronic Resources Policy approved at board meeting in spring. Board subcommittee continues to meet to review policy changes/additions.</p>
3	Auburn School District and schools recruit, hire, and retain certificated and classified staff representative of district diversity.	A. Percentage of staff working for the district reflects the district's diversity.			<p>(F) No updates at this time - Report to school board spring 2015.</p> <p>(W) ASD recently hired five bilingual Family Engagement Liaisons to help support our families in our schools with the highest Spanish-speaking populations. These liaisons provide support to all students, families, and staff members in connecting with our diverse families.</p> <p>(S) This spring teacher recruitment teams were sent to the California State, Long Beach; University of Arizona; and Arizona State University focusing on attracting applicants that reflect the district's diversity. The District continues to advertise for positions in <i>The Minority Reporter</i> and the <i>National Minority Update</i> magazines as well as the <i>Equal Opportunity and Education Journal</i>.</p>

GOAL THREE – OBJECTIVE: PRIORITIZE RESOURCES					
4	Auburn School District increases leadership opportunities for administrators, teachers, and classified staff working with students.	A. Continued opportunities for leadership development are provided for school board, cabinet, principals, and certificated and classified staff.			<p>(F) Leadership Development Program for Administrators enters year 3 with sixty administrators and principals participating. Fifty-two teachers are participating in ATLA Cohort 5 program with emphasis on leading with instructional technology. Previous ATLA cohorts are continuing to apply their leadership, training, and learning in their classroom instruction, SIP, and with their PLC teams. November 21st the school board and superintendent presented “From the Board Room to the Classroom” in Spokane, WA at the WSSDA conference. This was an opportunity to share with school boards and educational leaders from around the state the distributed leadership efforts taking place in the Auburn School District transforming the culture of our district, improving student learning, staff focus and community engagement.</p> <p>(W) As a result of the presentations by the school board at the Fall WSSDA conference, follow up meetings with other school districts (Bellevue, Walla Walla, and Central Kitsap) have occurred. On January 29, 2015, Cabinet and representatives of the school board met with King County Executive Dow Constantine to share our district leadership models and the reasons for success the district has in our schools.</p> <p>(S) This year 70 administrators participated in the program. Of the administrators, 21 were principals and assistant principals, 1 was a principal intern, 25 were certificated central office administrators and 23 were support administrators. In total, 276 hours of facilitated leadership conversations and development have occurred over the past year to further develop skills and effectiveness. Building Tech Coordinate role has been redefined and expanded. Integration Technology Support Specialists were added at each site to support the 1-to-1 roll out. Both positions have been supported with extensive and on-going professional development.</p>
5	Auburn School District regularly reviews security plans and procedures of all facilities and schools.	A. All facilities and schools have up-to-date security plans and procedures in place.			<p>(F) District Safety committee continues the efforts to review and update safety plans. Schools are in the process of reviewing and updating their own processes and procedures. The district recently hired a third school police officer and moved one school police officer to a full time DARE coordinator. All schools participated in the emergency preparedness day on October 15, 2014.</p> <p>(W) New emergency hand-held radios were distributed to schools. The district continues to work with the City of Auburn and Valley Regional Fire Authority for coordinated emergency services. Planning is underway for a team to attend an Emergency Training offered by FEMA experts. Schools regularly hold scheduled emergency drills. Updated Emergency Procedures Handbooks have been distributed. The district Emergency Safety Committee meets regularly to develop future plans.</p> <p>(S) A team attended a week long FEMA training in Baltimore in August 2015 that included 6 ASD staff and three community emergency representatives. Facilities Ad Hoc committee reviewed each facility and made recommendations that included safety and security enhancements at individual sites. Signs were posted at AHS alerting patrons that video surveillance was used on the campus, both inside and outside of the building.</p>
6	Schools continue implementing anti-bullying/harassment plans.	A. Anti-bullying/harassment curriculum and programs are utilized at the elementary, middle and high school.			<p>(F) Steps to Respect, Second Steps, and Olweus anti-bullying/harassment curriculum continue to be used at the elementary schools. At the secondary schools programs including Where-Everybody-Belongs (WEB), Why Try, and LINK Crew are utilized.</p> <p>(W) Two schools participated in the OSPI Welcoming Schools training. This training offers tools, lessons, and resources on embracing family diversity, avoiding gender stereotyping, and ending bullying and name-calling. The assistant superintendent of family engagement and student success has joined the Stakeholder Review board for OSPI’s Project AWARE, a program designed to build and expand capacity to make schools safer, improve school climate, and increase awareness of various impacting issues among youth.</p> <p>(S) Counselors from all levels have collaborated on anti-bullying/harassment curriculum, each having confirmed implementation of a program that is determined to meet individual building needs. A review of curriculum needed to support ongoing intervention in today’s climate will be conducted over the course of the next year.</p>

7	Auburn School District continues to support intervention and prevention to further reduce substance abuse.	A. Healthy Youth Survey (HYS) is administered every other year at Grades 6, 8 and 10.			<p>(F) All secondary schools completed the Healthy Youth Survey in October.</p> <p>(W) Results expected in April.</p> <p>(S) The healthy youth survey results were released in May and reviewed with the Safe and Drug-Free Schools committee. A plan for further study and targeted intervention involving the EWIS and other committees will be implemented Fall 2015.</p>
		B. Policies, procedures, programs, and services are regularly reviewed and funding is provided for prevention and reduction of substance abuse.			<p>(F) An agreement continues to be in place to provide substance abuse intervention and education at all levels. The district's Safe and Drug Free schools committee meets monthly. A partnership with PSESD is being developed to initiate substance policy reviews and increase intervention opportunities.</p> <p>(W) PSESD staff have partnered with the Safe and Drug Free Schools committee in a District Policy Enhancement Project to create a plan toward a future culture of equitable and inclusive discipline that promotes student engagement.</p> <p>(S) The partnership with the PSESD resulted in clear goals for the coming school year that will be implemented through the various intervention committees and groups supported by the office of family engagement and student success.</p>
8	Schools implement gang awareness, gang intervention strategies, and education.	A. School staff and administrators are provided training on gang awareness.			<p>(F) The Gang Awareness committee continues to study issues impacting our community. Membership has expanded to include other representative groups.</p> <p>(W) The assistant superintendent for Family Engagement and Student Success has joined the King County Coordinating Council on Gangs and actively participates in the projects, training, and data-tracking to support ASD students. Additionally, our high school administrators and the district Gang Awareness committee is engaging counselors from the "Alive and Free" program, provided through an agreement with this YMCA association, to provide direct support to youth at risk.</p> <p>(S) The assistant superintendent for family engagement continues to be actively involved in local and regional efforts to ensure staff have training and strategies to support ASD students. The Gang Awareness committee meets bi-monthly to address local concerns and coordinate efforts.</p>