



Strategic Plan 2021

Auburn Enlarged City School District

Superintendent's Message

Dear Auburn Families,

The Auburn Enlarged City School District's 2020-2025 Strategic Plan has been designed to clearly convey our school district's mission and vision for the future. Our strategic plan encompasses the mission of the Auburn Enlarged City School District, which is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners. It provides a focus and path for our district, each of our schools, employees, and students and their families.

Our strategic plan identifies the district's priorities, including implementing high-quality curriculum for all students, providing innovative experiences for all students, and engaging families, to name a few. This plan will be referenced and reviewed frequently, and as our needs and circumstances change over time, the plan will adapt accordingly.

We are very excited to have this plan in place to help guide the decision-making within our district in order to ensure all of our students are capable of meeting the challenges of their future.

Sincerely,



Jeffrey A. Pirozzolo
Superintendent of Schools
Auburn Enlarged City School District



Mission Statement

The mission of the Auburn Enlarged City School District is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners.

About Auburn Enlarged City School District

Auburn is located in the beautiful Finger Lakes region of New York on the northern tip of Owasco Lake. The Auburn Enlarged City School District serves Auburn and the municipalities of Fleming, Sennett and Owasco, with a total district population of about 37,000. The district provides an excellent comprehensive educational program for over 4,000 full-time students as well as students who participate in other programs. Our goal is to prepare students for college and career readiness and is focused on equity and achievement.

Auburn is rich in history and culture with a vibrant art and theater community. Auburn has been home to many famous people, including former Secretary of State William H. Seward, freedom fighter Harriet Tubman, and the father of talking pictures, Theodore Case.

- The district is proud to offer students and families:
- 145 College Prep Courses
- 17 Occupational Programs
- 21 College Level Courses
- 64 Athletic Teams
- 3 World Languages
- 8 Preschool Locations



Our Schools



Auburn High School



Auburn Junior High School



Casey Park Elementary School



Genesee Elementary School



Herman Avenue Elementary School



Owasco Elementary School



William H. Seward Elementary School



Harriet Tubman Administration Building

Priorities

1

Implement a high-quality, rigorous curriculum and instructional practices for all students

2

Provide innovative experiences that foster problem solving, critical thinking and decision-making skills for all students

3

Prepare all students for college and careers

4

Create safe, challenging and engaging classroom environments that foster citizenship and wellness for all students

5

Engage families and the community as components of our system of support for all students

6

Recruit and retain a diversified staff to meet the needs of all our students

7

Implement a framework for diversity, equity and inclusion to meet the needs of all our students



District and Board Commitments



High Quality Curriculum and Instruction

The Auburn Enlarged City School District will develop a framework and implement high quality curriculum, instruction, and balanced assessment model for all students. All staff will implement evidence-based practices including high yield instructional strategies that increase higher order thinking, collaboration and creativity, and student engagement.

Leadership and Innovation

All members of the Auburn Enlarged City School District and community are valued and seen as contributors to the goals of the district. Allocation of resources will support job-embedded professional development dedicated to promoting creative problem solving and critical thinking. We will seek to leverage emergent ideas and insights to realize measurable achievement gains for educators and students.

Systems Thinking

The Auburn Enlarged City School District will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional programs. Each student will be provided equitable access to meet and exceed the standards for college and career readiness.

Priority 1

Implement a high-quality, rigorous curriculum and instructional practices for all students

Goals



3-8

In grades 3-8 our overall proficiency rate for all students will increase **3-5% in the 2020-2021 school year, 5-10% in the 2022-2023 school year and 10-15% by the 2024-2025 school year** as measured by the NYS ELA and Math assessments.



1-6

The total percentage of students in grades 1-6 in Levels 1 & 2 in STAR Reading and Math will decrease by **5% in the 2020-2021 school year, by 8% in the 2022-2023 school year and 10-12% by the 2024-2025** as measured by Reading & Math progress monitoring data from STAR.



10%

In Auburn High School our overall proficiency rate for all students for Cohort Regents ELA will increase **3-5% in the 2020-2021 school year, 5-8% in the 2022-2023 school year and 8-10% by the 2024-2025 school year** as measured by the Auburn City School District Report Card.



20-21

Beginning in the 2020-2021 school year, at least monthly, the school leader will provide teachers with **intentional and prioritized feedback to support teacher reflection and growth** as measured by lesson plans and walk through data.

Priority 2

Provide innovative experiences that foster problem solving, critical thinking and decision-making skills for all students

Goals

2022
-2023

Instructional leaders will plan and deliver **professional development, coaching, support and feedback** on the critical components that support academic rigor and increase students' critical thinking and problem-solving opportunities, at least monthly, throughout the 2020-2021 school year and at least bi-monthly beginning in the 2022-2023 school year as measured by agendas, PD plans, coaching summaries and lesson plans.

Beginning in the 2021-2022 school year, at least bi-monthly, in math, teachers will implement the **critical components of inquiry-based instruction with fidelity to support academic rigor and increase students' critical thinking and problem solving opportunities** as measured by walk through data, lesson plans and student work samples. Beginning in the 2022-2023 school year this will be implemented once weekly.



Priority 3

Prepare all students for college and careers

Goals



1

The graduation rate will be 80% or higher for the 2020-2021 school year, 83-85% or higher for the 2022-2023 school year and 85-88% or higher for the 2024-2025 school year based on the August Graduation Data as measured in school tool and the Auburn City School District Report Card.

The Auburn Enlarged City School District will work with Education Elements to develop an overall roadmap for designing, implementing and supporting a district-wide personalized learning program.

Individual teachers will apply to participate in the Personalized Learning Teacher Fellowship. The school district will plan & align, design and launch and reflect and iterate with the first group of fellows during the 2020-2021 school year as evidenced by goals, design plans, slide decks and capstone projects. Each year a new group of fellows will apply and participate through 2025. By 2022-23 the Auburn Enlarged City School District will plan for sustainability through district wide PL leadership and professional development.



2



3

The Auburn Enlarged City School District will implement a student interest survey in AJH & AHS during the 2020-2021 school year to begin a phase-in plan for the development of pathways for students. At least two pathways will be available to students by the 2021-2022 school year.

Priority 4

Create safe, challenging and engaging classroom environments that foster citizenship and wellness for all students

Goals



The Auburn Enlarged City School District will implement a **tiered approach to response to intervention**. A system will be developed and implemented during the 2020-2021 school year as evidenced by policies, procedures and guidance for schools. At least 75% of at-risk students by 2021-2022 and all at-risk students by 2022-2023 will have a documented course of interventions in an individual plan with progress monitoring data as measured by individual student plans and progress monitoring data uploaded to school tool.

The Auburn Enlarged City School District will develop a **professional development plan to include a focus strand for Restorative Practices and TCIS (therapeutic crisis interventions & supports)** for the 2020-2021 school year. Staff training and implementation of skills will be phased in over 3 years with 100% of staff being trained and implementing strategies by 2022-2023 as evidenced by walk throughs, individual student plans and progress monitoring data uploaded to school tool.

100%

Priority 5

Engage families and the community as components of our system of support for all students

Goals



During the 2020-2021 school year 75% of families will **indicate that schools actively engage them in academic conversations**, 80% or higher for the 2022-2023 school year and 85% or higher for the 2024-2025 school year as measured by the Family Engagement Survey.



The district elementary & middle chronic absenteeism rate for all students will be 16% or lower for the 2020-2021 school year, 14% or lower for the 2022-2023 school year and 12% or lower for the 2024-2025 school year based on student daily attendance as measured in school tool and our Auburn City School District Report Card.



The district elementary & middle participation rate for all students will be 83-85% or higher for the 2020-2021 school year, 90% or higher for the 2022-2023 school year and 95% or higher for the 2024-2025 school year based on participation rate data as measured in our Auburn City School District Report Card.

Priority 6

Recruit and retain a diversified staff to meet the needs of all our students

Goals

The district will maintain an active recruitment committee that meets at least quarterly to review and update recruitment plans, needs and practices. The committee will create a recruitment plan in 2021-22, which they will monitor and adjust annually. This committee will be active from 2020 through 2025.

The district will assess and improve staff morale to ensure all employees feel valued and respected while defining and reinforcing the district's commitment to cultural responsiveness and high expectations by providing training to all staff to establish a workplace that is free of bias, harassment, prejudice, or discrimination and is a safe and welcoming place for all employees.

The district will define and expand internal leadership career ladders and advancement opportunities for all staff whereby staff can further develop and contribute to the vision and mission of the AECSD.



Priority 7

Implement a framework for diversity, equity and inclusion to meet the needs of all our students

Goals

The district will hire an Executive Director for Diversity, Equity and Inclusion in 2021 and maintain a diversity taskforce that meets monthly. This committee will be active from 2021 through 2025.

The district will implement the Culturally Responsive-Sustaining Education Framework beginning in July 2021 with Phase I. The district will implement Phases II and III between July 2022 and June 2025.

The district will develop a Strategic Plan for Diversity, Equity and Inclusion during the 2021-22 school year and begin implementation in the 2022-23 school year.





How are we going to achieve our goals?

- Monitoring the fidelity of Tier 1 instruction driven by data
- Implementing and monitoring intensive, tiered and targeted interventions
- Implementing differentiated and personalized instruction
- Implementing and monitoring social-emotional supports
- Implementing a system to support students' social-emotional, behavioral & academic needs
- Implementing a system for data driven and shared decision making
- Implementing attendance strategies that work
- Initiating consistent parent, two-way, communication

