

PI Year 3 LEA Plan Evidence of Progress (2014–15)
End-of-Year Submission: October 30, 2015
Local Educational Agency: Auburn Union School District
Submitted by Drew Woodall, Interim Superintendent

- I. Summarize the LEA's progress towards implementation of the strategies and actions in the LEA Plan.

During the 2014-2015 school year, the Auburn Union School District made the following progress towards implementation of the strategies and actions in our LEA Plan:

- A. **Professional Learning Communities (PLC's)** were expanded and deepened at all school sites. Their work included becoming well-versed in the use of new MAP local assessments.

The PLC's developed a cycle that repeated each month, as follows:

- a. Week One: Work on the current month's learning standards and objectives; curriculum pacing; academic vocabulary; formative assessments
- b. Week Two: Looking at assessment data; intervention plans
- c. Week Three: Instructional practices and engagement strategies, in light of assessment results
- d. Week Four: Intervention data: Student gains/needs for additional intervention

- B. **Professional Development:** Pre-school year training in: Literacy, the PLC Learning Cycle, an Online Writing Inventory and extensive training in NWEA MAPS for all teachers, K-8; training in Close Reading; Love and Logic training; E.V. Cain STEM Charter Middle School Summer Institute yielded a 7th grade ELA Common Core Articulation template, a skill progression guide for the first 4 weeks of school, a writing pacing template and checklist, and a student writer's handbook; ongoing training using the following process: District Instructional Leadership Team (DILT) trained in creating authentic assessments>Site Instructional Leadership Teams (SILT) bring learnings from DILT to each site>all site teachers implement the learnings in their classrooms and add their suggestions to the site process.

- C. **District Instructional Leadership** focused primarily on creating authentic writing assessments, including rubrics, for all grade levels. The team meetings also expand on the work already being done in the Professional Learning Community cycle. With the improvement of our District Instructional Leadership Team and our Curriculum Steering Committee, district and site leadership deepened the work of instructional leadership team to ensure streamlined implementation of professional development, creation of common district grade level formative assessments, and an increase in student achievement through the 2014-2015 instructional road map.
- D. **The LCAP for 2014-15** (attached) describes goals focused on instruction and curriculum in all curricular areas. By focusing resources on targeted professional development for certificated staff, our planning for and implementation of the common core standards makes students' achievement more likely.

English Language Development

Evidence:

1. CELDT Scores
2. Districtwide EL Coordinator Meetings
3. Certificated Professional Development
4. Parent Input through DELAC in the development of the LCAP goals and priorities

The Auburn Union School District continues to refine and improve the instructional strategies and first instruction for our English Language learners. Our EL students have made gains in achievement at a higher rate than our general population and other demographic groups. Although these gains are positive, the AUSD percentage of long-term EL learners continue to be a concern.

Transition to the Common Core Instructional Professional Development

Evidence:

1. Instructional Professional Development
2. Certificated Curriculum Camps
3. Classified professional development

Grade level teams from each site met weekly (Mondays) to collaborate and plan the implementation of the CCSS Anchor Standards. This collaboration led to stronger student understanding and provided concrete connections for students between the three core subject areas (ELA, math, science, and social studies).

EV Cain STEM Charter School has been working this past year to provide knowledge and understanding of the new CCSS in ELA and mathematics to all staff members. The goal creates a collective understanding of literacy and its connection to all content areas. Our district understands the important relationship between content areas and encourages collaboration between the disciplines.

II. Analyze the LEA's progress towards student achievement goals in the LEA Plan

The Auburn Union School District continues to build programs to make more likely an increase in student proficiency levels in English language arts and mathematics. The District made Safe Harbor status for the 2014-15 school year based on 2013 CST scores. Our English Language students have made significant growth in academic performance. Although we are not yet able to use CAASPP data, and our STAR data is now too old, we do now have MAPS data that is helping us to identify relative areas of strength and areas for growth. We are pleased to see across-the-district growth in this MAPS data, with very few exceptions (see attached report).

III. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

This *Evidence of Progress* report was communicated to the Board of Trustees at the October 21, 2015 Board Meeting. (See attached copy of the agenda).

Additionally, throughout the 2014-15 school year, instructional decisions and action items were taken to the Auburn Union School District Board of Trustees for approval. This communication includes:

- Annual progress report on CAASPP/Strategic Goals/Local Control Accountability Plan
- Single Plan for Student Achievement Approval
- Strategic Plan Updates on a trimester basis
- Principal and Site Team Reports on Innovative Programs for Student Achievement
- Local Control Accountability Plan Stakeholder Input
- The Local Control Accountability Plan (attached)