Auburn-Washburn School District
Strategic Plan: 2016 – 2021
Inspiring, Challenging, and Preparing
Every Child, Every Day.

Goal 2 – Preparing Every Student: To develop skills for success with each student.

During the Fall 2016 semester, feedback was collected on Skills for Success and the meaningful use of technology from staff at each school, business leaders, PTO presidents, WRHS and WRMS students. In addition, over 100 school community members provided input through the online survey that was posted on the district's website. Collecting this information from members of our school community was the first step in identifying which Skills for Success may be identified as important for students at the elementary and secondary levels. Internal teams will review and analyze the feedback collected and make recommendations on how to proceed with Skills for Success and the concept of a meaningful use of technology.

A question to identify what Skills for Success would be helpful and beneficial for students to learn was shared with elementary stakeholders, secondary stakeholders, MS/HS students, and through an online survey. After reviewing all of the responses documented from each stakeholder group, the table below summarizes the most frequently listed Skills for Success:

Skill for Success	Elementary	Secondary	Students	Online Survey
Communication Skills	X	X	X	X
Team Player	X	X	X	X
Acceptance / Tolerance of Others	X	X	X	X
Perseverance	X	X		X
Problem Solving Skills	X	X		X
Confidence		X		X
Personal Finance			X	X
Responsibility	X			
Career Exploration			X	
Initiative				X
Respect				X

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A question to define a "meaningful use of technology" was shared with elementary stakeholders, secondary stakeholders, and MS/HS students. After reviewing all of the responses documented from each stakeholder group, the table below summarizes the most frequently listed definitions of a "meaningful use of technology":

A Meaningful Use of Technology	Elementary	Secondary	Students
Digital Literacy Using the right technologies in the right way at the right time; Making real-world connections and applications; Applying/transferring what was learned to more than just the assignment; Creating opportunities for students to effectively problem solve; Ability to seek credible primary sources; Proficiency with Google docs and classroom	X	X	X
Digital Citizenship and Safety	X	X	X
Making Connections with those Outside of the Building	X		X
Provide Students with Choice, Expand Learning Opportunities	X		X
Increased student productivity, efficiency, organization, and creativity		X	X

The tables above provide the briefest summary of the feedback that was collected for each stakeholder group. The following information contains a broader summary of the responses to each question asked, separated by elementary, secondary, MS/HS students, and an online survey:

SECTION I – STAFF, PTO PRESIDENTS, and BUSINESS COMMUNITY FEEDBACK

Elementary Level Responses to Question 1
What Skills for Success at your level of expertise would be helpful and beneficial for students to learn over the next 5 years?

The following Skills for Success were most frequently listed:
- Responsibility / Taking ownership of learning / Being a self-advocate
- Perseverance
- Problem solving skills
- Communication skills

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- Ability to work well with others / Team player
- Feel for others / Empathy / Sympathy / Acceptance of others

Elementary Level Responses to Question 2
What are we already doing, and, is it effective?

The following were most frequently listed:
- Counselors, psychologists, social workers
  - Guidance lessons, counseling groups, small group activities and interactions
- Second Step
- PBIS
- After school programs, clubs, opportunities and event

Elementary Level Responses to Question 3
Where do Skills for Success fit at this level? Once we have identified skills for elementary students, when or how can they be taught, reinforced, and measured with students?

The following were most frequently listed:
- Taking advantage of teachable moments / Modeling and reinforcing identified skills
- Second Step
- PBIS reinforcing skills

Elementary Level Responses to Question 4
When we think about preparing students to live in a digital world, how would you define a "meaningful use of technology" for students at your level of expertise?

The following were most frequently listed:
- Digital literacy
  - Using the right technologies at the right time in the right way
  - Making real-world connections and applications; Applying/Transferring what they learned to more than just the assignment
  - Ability to seek reliable, primary sources
  - Proficiency with Google docs and Google classroom
- Digital citizenship and safety
- Making connections with others outside of the building
  - Expanded and enhanced communication
  - Speaking to experts in the field of study and/or to people in other places to increase learning and retention

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- Providing students with choice and expanded opportunities
  - o Freedom to pursue areas of interest
  - o Choices with assignments and final products
  - o Ability to collect and organize work using technology
  - o Expand problem solving capability
  - o Record writings and then make corrections after listening to it
  - o Proficiency with Google docs and Google classroom

Secondary Level Responses to Question 1
What Skills for Success at your level of expertise would be helpful and beneficial for students to learn over the next 5 years?

The following Skills for Success were most frequently listed:
- Perseverance / Grit / Resiliency / Work ethic
- Teamwork / Being a team player / Collaborative
- Problem solving skills
- Confidence
- Communication skills
- Social skills / Social awareness / Acceptance of others / Tolerance
- Critical thinking skills

Elementary Level Responses to Question 2
What are we already doing, and, is it effective?

The following is a complete list of documented responses:
- Advisory curriculum, including digital citizenship
- Academic rigor and high expectations (guaranteed & viable curriculum) = Perseverance
- Extracurricular opportunities lends to the teaching and mentoring of Skills for Success
- Approach to instruction leads to cooperative learning
- Intentional through McRel with collaborative activities
- 21st century skills
- Communication is stressed heavily in many classroom activities
- Focusing on resource management
- Specific course offerings such as SFA, debate, speech
- International Baccalaureate program
- Credit recovery options

- Alternative schools and programs promote personal development, self-management, life skills
- Multi-tiered interventions
- We teach problem solving as a part of what we do in many of our classes
- Work/site job programs and partnerships
- Business partnerships and connections
- Presentations made in advisory for all students
- Prep work for college and college planning discussions and information
- Counselors do a great job helping students problem solve, navigate through problems/concerns
- Academic integrity policy at WRHS has helped promote integrity this year
- Talking to students about the "why" we do what we do instead of students simply complying
- Make a Difference club
- Reteaching to those needing more time, support, or a different approach to increase retention
- Challenge course through SFA
- Team / collaboration activities throughout school year in all subjects

Secondary Level Responses to Question 3
Where do Skills for Success fit at this level? Once we have identified skills for secondary students, when or how can they be taught, reinforced, and measured with students?

The following is a complete list of documented responses:
- Things like: self-regulation, responsibility, getting along well with others, punctuality, time management, could be measured through tracking discipline referrals, tardies, and absences in Infinite Campus
- Skills for Adolescence
- Individual Plans of Study which could include self-assessment and student reflection
- Advisory at WRHS
- Potential mandatory 9th grade class: could develop online modules but not have it be something that students worked through in a class format, rather, completed on their own time as an elective credit
- Alt Ed and IB have community service components
- Financial literacy module
- Tiered interventions and responses for students struggling with Skills for Success
- Student Improvement Team – assisting students that lack Skills for Success
- Individual Plans of Study will spotlight transition planning in special education

- Teachable moments during the day as they occur
- We coach and mentor students daily to prevent bigger problems or concerns
- Cannot put a numeric value on many Skills for Success but they are observed and rewarded
- Willingness to try in a class, not afraid to fail
- Career Cruiser or Naviance - Platform will have career measurements
- Students may be able to complete a reflection during advisory
- Teachers informally noticing when a student does "skill", reinforcing their effort
- Most of our SS classes involve group projects that teach collaboration, team work, communication skills, and responsibility
- Some skills can be measured – attendance, tardiness, behavior, late assignments – others are observed
- We have speaking and listening criteria for each classroom
- Peer editing is very important, students learn how to take constructive criticism
- Each student has an adult mentor that tracks skills over time
- Student and teacher survey data – subjective
- Student rubric ranking like at parent conferences
- Focus on one skill per month – a mini lesson that can then be reinforced throughout the year

Secondary Level Responses to Question 4
When we think about preparing students to live in a digital world, how would you define a "meaningful use of technology" for students at your level of expertise?

The following were most frequently listed:
- Digital literacy
    - Using the right technologies in the right way at the right time
    - Making real-world connections and applications; Applying/Transferring what they learned to more than just the assignment
    - Ability to seek reliable, primary sources
- Digital citizenship and safety
- Creating the opportunity for students to effectively problem solve on their own
- Increase productivity, efficiency, and creativity
- Ability to transfer and/or apply information to the real-world / Making real-world connections
    - Accessibility and exposure to real-world programs
        - Examples: coding, robotics, heating and cooling, industrial technology, word processing, Google docs

SECTION II – STUDENT FEEDBACK

Student Responses to Skills for Success
Other than academics, what do you believe you need to learn to be prepared and ready for you want to do after high school graduation?
- Career exploration / Job-related skills / Career field trips / Job application and interview skills
- Communication skills
- Personal finance / Financial literacy
- Social skills / People skills
- Learn how to be a team player / Teamwork / Collaboration
- Respectful / Accepting of others / Tolerance

Student Responses to a Meaningful Use of Technology
How would you like to use technology at school or how would the use of technology at school help you succeed?
- Increased accountability
- Would provide more choices / Personalize learning / Easier to make connections to real-world
- Research outside of school / Make connections with other / Collaborate online
- Improve organizational skills / Help to become more efficient
- Most stated having access to a device at school would be more helpful than not
- Would it be fair to those without internet access at home?

SECTION III – ONLINE SURVEY FEEDBACK

Online Survey Responses to Skills for Success
What Skills for Success do you believe would be helpful and beneficial for students to learn over the next 5 years?

The following Skills for Success were most frequently listed:
- Personal finance / Financial literacy
- Critical thinking skills
- Communication skills / Public speaking skills
- Problem solving skills
- Perseverance / Grit / Work ethic
- Teamwork / Team building skills / Willingness to work together with others
- Empathy / Acceptance of others / Tolerance

- Confidence
- Initiative
- Respect