



KENTUCKY SCHOOLS TO WATCH SCHOOL PROFILE

Auburn School



Designated: 2004 and 2009

Auburn School

- Logan County Public Schools, Kentucky
- Principal: David Ward
- School Address: 221 College Street
Auburn, KY 42206
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School Statistics

Community: Small rural community in South Central Kentucky

Enrollment: 237 in grades 6-8

Grade Levels: P-8

School Schedule: Block and flexible scheduling

Student Demographics

.1 %	Latino/Hispanic
92.43%	White
6.31%	African American
.32%	Native American
39.4%	Free/Reduced Lunch
.9%	English Learners

2006 AYP: 10/10

2007 AYP: 10/10

2008 AYP: 10/10

School Characteristics and Replicable Practices

Academic Excellence

- Teachers use a wide variety of instructional and assessment strategies.
- All students complete learning style inventories that are available to teachers for developing appropriate instructional strategies to reach and teach each and every child.
- A structured lesson plan template is used by all teachers and the principal has electronic access to each teacher's completed lesson plans.
- Research-based programs and strategies are implemented throughout the school (e.g., History Alive, Math Alliance, Read 180, Thoughtful Education, Levels of Teacher Intervention [LoTi].)

- All students, including those with special needs and ESL learners, are expected to meet high academic standards.
- Students are provided with exemplars of proficient work and are expected to perform at a proficient level.
- Teachers teaching the same grade level and content area plan collaboratively and use the same lesson plan for instruction.
- Teachers use multiple forms of assessments to diagnose student learning needs, set individual student learning goals, and drive instruction.

Developmental Responsiveness

- There are many age-appropriate extra/co-curricular activities for the students.
- The school climate is inviting and exemplifies a high level learning community and family atmosphere.
- Eighth and ninth grade teachers collaborate to plan a smooth and effective transition to high school. Students are prepared for the transition, including making a visit to the high school.
- Learning experiences are age-appropriate and encourage relevant, real world applications as well as connections across disciplines.
- A wide variety of instructional strategies (e.g., cooperative grouping, assignment choices, inquiry-based learning) are used by the teachers to foster curiosity, creativity, and the development of social skills.
- The guidance counselor conducts classes that encourage students to think about their interests, personal life, and possible career choices. Through these classes students complete an Individual Learning Plan (a career-interest inventory.)
- Students are trained to work in cooperative groups.
- The school librarian developed and coordinates a program called SWAT, Students With an Aptitude for Training. Through it middle school students work with elementary age students on reading comprehension.

Social Equity

- Gifted services, special education and Title 1 services are included within the regular classroom through inclusionary practices and through collaboration between teachers and integration of subject areas.
- Full inclusion of special needs students is practiced. Collaborators are in all collaboration classes, assisting all students as well as co-teaching the class, when appropriate.
- Students are expected to correct work and are given multiple opportunities to do so. Extended time is given, as needed.
- Communication between all stakeholders is active and on-going. Constant e-mails, newsletters, phone calls, monthly calendars, and student agendas provide information for all.
- There is a zero retention rate in the school. No students are allowed to fail. Teachers say "If a student fails, we have failed!"
- The school hosts Family Math and Reading Nights, a Fall Festival, portfolio conferencing nights, and parent teacher conference nights as a way to open the school to families.
- Behavior expectations called TIGER RULES are posted in each classroom and are consistently and fairly applied throughout the school.
- Community volunteers help with the school's Reality Fair, Career Day, and I Love to Read week.

Organizational Support

- Early Release Days every Friday allow teachers the time to focus on instruction and curriculum including professional development, interdisciplinary planning, and teacher connections.
- Horizontal and vertical alignment of the curriculum is revisited regularly.
- Support for new teachers is provided by the school and district. The school establishes mentors and the district holds monthly meetings for teachers new to the district.

- The school is a true community of practice. All teachers are learning together, sharing ideas and being pushed to continually improve.
- The school holds itself accountable for student success and regularly examines data to provide the best possible education for all students.
- Families are urged to be a part of the whole school experience. They are connected to the school and are welcome in the school at all times. Parent volunteers are abundant.
- The district helps the school arrange for teachers to visit the other middle schools in the county.
- The school motto “Education for All, Whatever It Takes” guides the actions of all staff.