

Arkansas WOODLAND JUNIOR HIGH SCHOOL

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Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/26/2016

WOODLAND JUNIOR HIGH SCHOOL NCES - 50612000327

FAYETTEVILLE SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/06/2015
Evidence: Woodland has a variety of teams to support our school. These teams include: The Leadership Team, Subject Matter Teams, Cross Discipline Teams, Technology Support/Training Team, Parent Teacher Organization (PTO), Band Parents, Football Boosters, and Student Support Team. The Leadership Team sets the overall goals for our school. The Subject Matter Teams ensure that we are teaching our students the required subjects. The Cross Discipline Teams support and monitor the activities of a specific group of students within a given set of English, Math, Science and History classes. The PTO supports and improves the overall morale of the school. These parents are there to support any activity offered by the school. Band Parents and Football Boosters offer parental support to these extra-curricular activities. The Student Support Team discusses and develops strategies to support our struggling students.

Indicator ID04 - All teams prepare agendas for their meetings.(39)

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 10/29/2015
Index: 6 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development: The school-wide teams are fully implemented and documented. The Cross-Discipline teams are meeting and documenting their support to students. The Subject-Matter teams are developing and coordinating their activities.

Plan Assigned to: Joe McClung
How it will look when fully met: The Subject-Matter teams will further document their plans and develop objectives for each subject taught. These teams will document the areas of focus for each quarter. Additionally, the teams will implement summative and formative assessments for all major subjects.
Target Date: 05/26/2017

Tasks:

1. PLC teams will create agendas for their meetings using Google Docs.

Assigned to: Joe McClung

Added date: 09/28/2016

Target Completion Date: 12/16/2016

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Indicator **ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/29/2015

Evidence: The ACSIP team has been established and are developing the priorities for the school for this year. The GRIT student achievement model has been developed and implemented in all activity period homerooms. The school team will continue to monitor the process across the building.

Indicator **ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 09/21/2016

Evidence: Over the past 10+ years, Woodland teachers and administrators have focused on the data for our students. Our students have always been a priority. The Math and English teachers and our students have consistently performed as a top tier school in the state. The school administrators constantly ensure that the test data is distributed to the departments. Department meeting have reviewed the data and determined adjustments in instruction to implement improvements. Initially, the staff focused on "bubble students" to improve their test taking abilities. The current data focus are our "Free or reduced lunch" students. The data indicates a growing testing gap for this group. We are analyzing the data to determine the best approaches to reduce this particular achievement gap. Subject matter teams are meeting three times a week and advisory teams are meeting twice a week to develop and monitor efforts to improve the skills of our students,

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator **IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 09/16/2016

Evidence: The principal at Woodland is focused on improved instruction for our school. This improved instruction includes professional development to hone the skills of our teachers to improve the knowledge of our students. The professional development focus has been on GRIT, focusing on the motivational aspects of our students. Schools have to both motive and teach our students new skills. Our principal discusses the data from testing with both academic teams and activity teams. All staff is acutely aware of the needs of the total student because of the focus of our principal. Our principal consistently reviews the curriculum aspects that are taught in our classrooms. He observes and is aware of the classroom efforts of our teachers. Our principal spends time meeting with our students to understand the unique needs of our building. These activities occupy most of our principal's day. Improved classroom instruction is the overall focus of his principal tenure.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)

Status Not a priority or interest

Assessment Level of Development: Initial: No development or Implementation 11/02/2015

Explain why not a Priority or Interest: The principal's summary reports and professional development recommendations are confidential and are discussed with the individual staff member.

Indicator IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 11/02/2015

Evidence: Profession development plans are a required outcome of classroom observation and teacher development plans.

Indicator IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 11/02/2015

Evidence: The staff at Woodland is provided high quality and ongoing professional development. Monthly staff is provided technical training on the use of the new Google Classroom technology. Differentiated professional development is developed with each teacher during individual periodic reviews. Additionally, teachers routinely have more than the required hours of professional development at the end of each year.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/29/2015

Evidence: Woodland has extended learning opportunities before, during and after school. The school offers extra tutoring time before school with students who need support for an upcoming assessment. Woodland provides a teacher to support an homework help time during our lunch periods. Learning skills class are provided during the school year for students who need addition remediation services in math or English. Additional study opportunities are available after school to provide additional tutoring.

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 11/02/2015

Evidence: Woodland routinely sees about 7-10 members of their 60+ member staff seek assignment outside of Woodland. The district HR department and Woodland have many competitive potential applicants to fill these vacancies. The district and Woodland has consistently replaced these staff with highly professional and dedicated staff members.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 11/02/2015

Evidence:

Over the past several years, the district and Woodland teachers have developed curriculum pacing charts and plans for teaching our students standards based units. These plans are reviewed yearly and updated to ensure compliance with state standards.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 11/02/2015

Evidence:

Woodland tests students with the annual state approved assessments. We provide common assessments, at least quarterly, to determine the needs of our students as they are exposed to our standards based curriculum. Additionally, as part of our formal grading process. students are tested every quarter with formal assessments every quarter. Last year we used a commercial assessment, MAPS, to provide us with a predictor for the state assessment. MAPS was offered twice a year. As we transition to the new state assessment, we will replace MAPS with a summative and formative assessment to replace MAPS.

Indicator IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 09/21/2016

Evidence:

Woodland, for the past two years, has rearranged the teaching day to include planning (meeting) time for instructional teams (subject and advisory) to meet daily to discuss student needs. These discussions have included the review of standardized test scores, the current grades of our students, and conduct that may be inhibiting classroom learning. Woodland subject matter teachers have met regularly over the past 10+ years to review data and develop strategies for continuous improvement. Teacher advisory group meeting were instituted two years ago for teachers of common students to discuss and develop strategies to improve overall learning. The advisory group meeting include the core subject matter teachers divided into structural areas of the building. Administrators periodically attend these advisory meetings. These advisory teams provide information to a school-wide Student Success Team. The school-wide team focuses on strategies for our students who are struggling the most. Woodland will continue to refine this multi-faceted approach to develop strategies to improve the learning process for all students. Improved student learning for "all" students is a priority.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 11/02/2015

Evidence:

The district has documents that aligns curriculum instructional standards and assessments across the district. The Woodland subject matter departments meets weekly to insure that we are implementing the instructional approaches dictated by the district.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 09/15/2016

Evidence:

The staff at Woodland offers our students diverse instructional methods. English teachers primarily have students assigned to groups to promote student to student learning. The math teachers use a combination of whole-class presentations and individual practice with a many days of homework assignments. The science teachers emphasize small group activities with lab activities for the students. Our history teachers offer a project based teaching environment for the students to actually use hand-on activities to augment content and whole-class instruction. English, ELL and math enrichment activities offer computer-based activities to improve the skills of our students. Periodically, school-wide classes are held to introduce a given subject to all students. Woodland will continue to maximize the diversity of presentations to our students to ensure that all learning styles will have the opportunity to learn.

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 11/02/2015

Evidence: Woodland offers parents and students a variety of choices to support student learning at home. All teachers have web-sites that support school based activities that can be assessed at home. The school uses tools offered by Google to enhance teacher, student, and parent interactions. Woodland provides books and software for our parents to assist in improving the knowledge of our students. Our online grade book provides current information about grades and future assignments. At the Woodland annual meeting, parents are informed of the many choices that are available to maximize parent, teacher, and student interactions to improve the learning process at home and at school.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

Status Not a priority or interest

Assessment Level of Development: Initial: No development or Implementation 10/29/2015

Explain why not a Priority or Interest: Woodland is a 7th and 8th grade school and our emphasis is to develop students who are ready for high school. Woodland does not have plans that are specifically dedicated toward college and career services.