BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: October 3, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON WOODLAWN MIDDLE SCHOOL**

            (Staffing, Instructional Process to Improve Student Achievement, pre-planning for the short cycle assessments and extended time, Professional Development, and Governance)

ORIGINATOR: Manuel Rodriguez, Assistant Superintendent, Southwest Area

**RESOURCE
PERSON(S):**   Brian Scriven, Principal, Woodlawn Middle School

INFORMATION

This is a status report to the Board of Education on the Woodlawn Middle School Alternative Governance Plan. This monthly report reviews staffing, the instructional process to improve student achievement, pre-planning for the short cycle assessments and extended time, professional development, and governance.

Woodlawn Middle School Board of Education Report
October 3, 2006

Staffing Update:
Woodlawn Middle School is allocated a total of 71.5 full-time equivalent (FTE) positions. As of September 11, 2006, only 1.0 FTE remains vacant. That vacancy is for a Special Education Self Contained Math position.

Instructional Process to improve student achievement:
Pre-Planning for the Short Cycle Assessments (SCA):
- Confirmation of the available resources was reviewed at each of the Woodlawn feeder schools to ensure the campuses had the capacity to accommodate the short cycle assessments. The review of items that were reviewed included the allocation and assignment of personnel by grade level and content area, the number of computers available, and the available locations of the computers, i.e. computer lab, or mobile lab.
- BCPS testing calendar was used to map out SCA dates.
- Teachers' schedules were used to create a computer based testing schedule.

Short Cycle Assessments
The short cycle assessments align with the Maryland State Department of Education Voluntary State Curriculum (VSC). The intent of the short cycle assessments is to monitor the students' acquisition, understanding, transfer, and application of skills based on VSC and core learning goals in short time intervals.

The delivery of short cycle assessments is set to begin on September 27 and assessments are scheduled at four week intervals after this date. Disaggregated data from these assessments will help determine the students who need extended instructional time in reading and mathematics. In addition, short-cycle and benchmark assessments in science and social studies will assess and monitor student progress in these core subjects.

A report is generated at the completion of each short cycle assessment in reading, and mathematics. Students are categorized into three groups (**A**cceleration, **R**e-teach, **E**nrichment **(A.R.E.)** based on their degree of progress in both of these content areas. The homeroom teachers distribute the room assignments, based on the three categorical groups, where students report for additional instruction during extended-time class. Students report to this extended time class until the next short cycle assessment is administered and a report is generated.

Extended-Time
Extended-time is part of the daily campus Master Schedule. Mondays and Tuesdays are designated for Reading instruction during extended-time, Wednesdays are for Science, and Thursdays and Fridays have been set aside for Mathematics instruction during extended-time. The school's bell schedule dismisses students from their 7th period class to the extended-time and a late bell sounds to indicate that all students should be in class.

GROUPS
    Acceleration Group: Break the objective into smaller essential components, teach and assess each component with concrete examples to ascertain student understanding.
- Direct instruction　⬧ Assessment　⬧ Direct Instruction　⬧ Assessment

    Re-teach Group
- Guided practice　⬧ Cooperative learning　⬧ Assessment

Enrichment Group
- Competitive, engaging, and higher order thinking activities

Completed Professional Development Activities:
- Social Studies Instructional Planning – August 9 & 10, 2006
- STEM Training – August 14-15, 2006
- Leadership Retreat – August 19, 2006
- Cornell Notes/Organized – June 26, 2006 and August 23, 2006
- Parent Conference/VSC Alignment/Scope and Sequence – September 5, 2006
- College Board Workshop Pre AP/Vertical Teaming – September 7, 2006

Upcoming Professional Development Sessions
- Thursday, September 14, 2006 – PSAT and Home/School Compact Workshop for Parents
- Saturday, September 16, 2006 – College Board Workshop was attended by twenty-eight teachers and the principal and his administrative team
- Saturday, September 23, 2006 – Vertical teaming Mentoring Cadres

Governance:
- **Community Task Force**: Next meeting scheduled for September 27, 2006.
- **"Principal's Cabinet"**
  - Consists of 45 students (15 students from each grade).
  - Members will serve as Woodlawn Middle School Ambassadors.
  - The Cabinet's focus is on community service and school activities.
  - Cabinet Offices are as follows: President, Vice President, Secretary, Parliamentarian, Reporter, and Historian. Elections will be held the week of September 25, 2006.
  - Minutes are recorded and submitted to the principal for approval.
  - The Principal's Cabinet Induction Ceremony is scheduled for 6:30 p.m. on October 19, 2006 at the Woodlawn Middle School Media Center.
- **Action Teams:** All Action Teams met on Monday, September 18, 2006. The action teams are comprised of administrators, teachers, support services staff, ESS, parents, and community stakeholders. All members of the action teams have input and are involved in the decision-making.
  - Professional Development Team (administrator, select teachers, support staff, ESS, parents, and community stakeholders)
  - Safe & Orderly Team (administrator, select teachers, support staff, ESS, parents, and community stakeholders)
  - Curriculum & Instruction Team (administrator, select teachers, support staff, ESS, parents, and community stakeholders)
  - Parent Involvement Team (administrator, select teachers, support staff, ESS, parents, and community stakeholders)