

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 6, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON WOODLAWN MIDDLE SCHOOL**

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 report reviews staffing, the instructional process to improve student achievement, and results for 2006 Maryland State Assessment, professional development, title I transfers, organization, and planning for impact of stakeholders toward governance issues.

BALTIMORE COUNTY PUBLIC SCHOOLS

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Woodlawn Middle School Board of Education Report September 6, 2006

Staffing Update:

As of August 10, 2006, Woodlawn Middle School has a 1.0 vacancy in the following area:

- Special Education Self Contained Math position

The campus was allocated 72.5 Full Time Equivalents (FTE's), with all but the vacancy filled with Highly Qualified teachers. We are optimistic that we will be 100% staffed with HQ teachers prior to opening the Woodlawn Middle Campus for the 2006-2007 school year.

Instructional Process to Improve Student Achievement:

Woodlawn Middle School made AYP for the 2005-2006 school years. Additionally, we have identified the two hundred and seventy five (275) students who are basic and missed being Proficient in Reading by 5-10%. This translates into one to three questions. Furthermore, three hundred and four (304) students missed being proficient in Math. These students missed the Proficiency level by one to three questions.

Woodlawn feeder pattern administrators met and planned for determining our instructional foci, short-cycle assessment and Benchmarks in Math, Science, and Reading at the elementary and middle school level.

Professional Development:

Special Education:

- Teams: Teacher-Student –Support Team (TSST), Instructional Support Team (IST), Student Support Team (SST), Individual Education Plan (IEP), Case Management Responsibilities, Educational Assessments and Report Writing, Co-Teaching and Inclusive Setting, and Behavior Management.

Science:

- Map out the instructional year around the creation of four major projects to be showcased with the community.
- Analyze the VSC and student performance data in order to develop a plan for integrating mathematics, reading and writing into daily science instruction.
- Develop and practice skills and knowledge necessary for the integration of instructional technology including graphing calculators, digital probe-ware, web-based simulations, and web-based lessons developed by the Office of Library Information Services.
- Integrate STEM promising practices and College Board strategies into the creation of unit and lesson plans for the first quarter.
- Develop a strategic plan for implementing STEM throughout the 06-07 school years.
- Detailed PowerPoint presentations that include specific course information and strategic plans to be shared with students, parents and interdisciplinary team members.

- Course syllabus.
- Unit and lesson plans for the first unit.
- Annual plan for addressing reading and mathematics.

Social Studies and English & Reading:

- College Prep/Pre AP review
 - review strategies
 - discuss most effective strategies
 - hand out posters
- AVID strategies
 - distribute and review strategies
 - Cornell Notes-sample

Title I Transfer MSA Data:

- **Sixty- Three (63) Students:**
- Sixth grade: 38 students, approximately 33 % Basic, 40% Proficient,) Advanced and 17% no score
- Seventh grade: 15 students, approximately 33% Basic, 33 % Proficient, 6% Advanced, balance no score
- Eighth grade: 10 students, approximately 45% Basic, 35% Proficient, 0 Advanced, and 20% no score

Organization:

Master schedule: support common planning and teaming approach as exemplified in vertical/horizontal teaming and looping as outlined in our Alternative Governance Plan.

Governance:

- Community Task Force: next meeting scheduled for August 23, 2006.
- “Principals Cabinet” that consists of 45 students.
- Action teams:
 - Professional Development Team,
 - Safe & Orderly Team
 - Curriculum & Instruction Team,
 - Parent Involvement Team