



# Woodland High School

## Report on Academic Achievement

Fall 2019 – Spring 2022

*Published on June 30, 2022*

# Table of Contents

School Info...3



- Established in 1997
- Located in Cartersville, Georgia
- One of three high schools in the Bartow County School System
- 120-acre campus
- <https://www.bartow.k12.ga.us/o/woodland-high>

# School Demographics



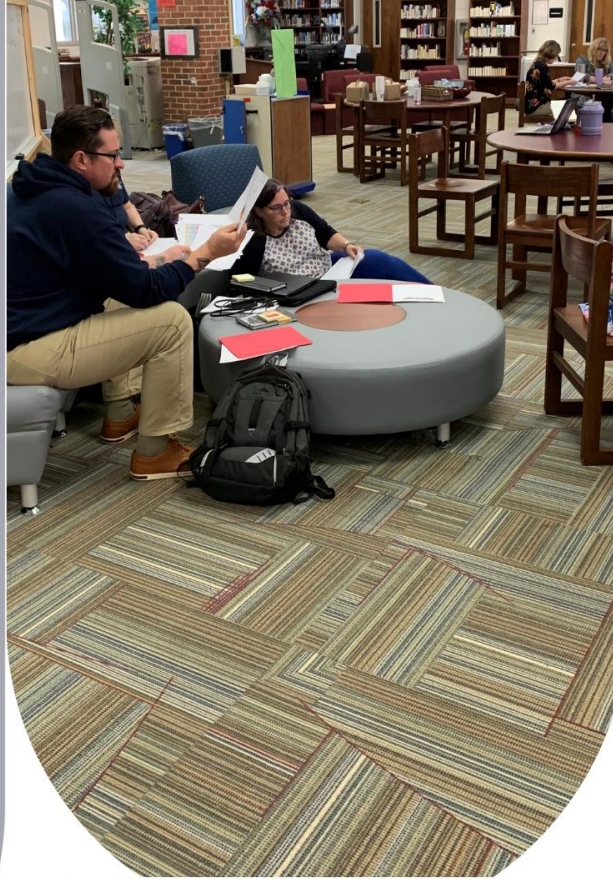
Grade Level	Total In Grade	American Indian or Alaska Native (I)	Asian (S)	Black or African American (B)	Native Hawaiian or Other Pacific Island (P)	White (W)	Hispanic / Latino	Two or More Race Categories
9	391	2	3	20	0	275	76	15
10	351	3	1	32	0	248	52	15
11	332	0	1	19	1	242	54	15
12	299	0	1	19	0	222	48	9
Total	1373	5	6	90	1	987	230	54

## PROFESSIONAL LEARNING GUIDING COALITION

We recognize that we must continue to learn in order to lead the school.

### Topics Included:

- Leading with Credibility and Influence
- Critical Conversations
- Living the Mission and Vision
- Putting Our Work into Action
- Building a Schedule Around Our Priorities



# WOODLAND HIGH SCHOOL

"No one person, no matter how competent, is capable of single-handedly developing the right vision, communicating it to vast numbers of people, eliminating all the key obstacles, generating short-term wins, leading and managing dozens of change projects, and anchoring new approaches deep in an organization's culture... Putting together the right coalition of people to lead a change initiative is critical to its success."

—John Kotter

CULTURE EATS STRUCTURE  
FOR BREAKFAST!

# W





## Vision

Woodland High School guarantees a collaborative community in which all students learn and achieve at the highest levels.

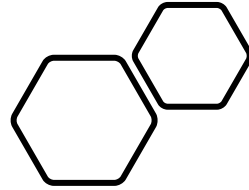
## Mission

As a collaborative community, we will engage learners in a guaranteed and viable curriculum while cultivating positive relationships.



# Collective Commitments

- Use data to respond to student learning needs
- Engage students in research-based learning experiences
- Cultivate positive culture through classroom interactions, advisement, and extracurricular activities
- Recognize and celebrate the right work of students and staff



# A Focus on Learning

*"The fundamental purpose of the school is to ensure that all students learn at high levels." – Learning by Doing, page 11*

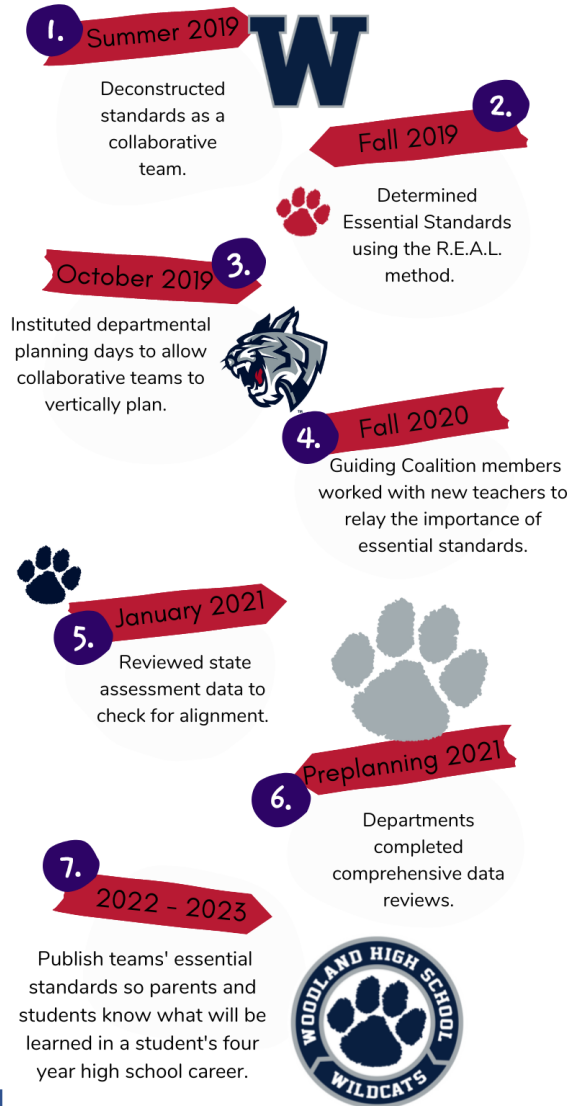


WHS Establishes a Guaranteed and Viable Curriculum  
Teacher teams collaborate to determine the essential learning of their course.

# A Guaranteed and Viable Curriculum

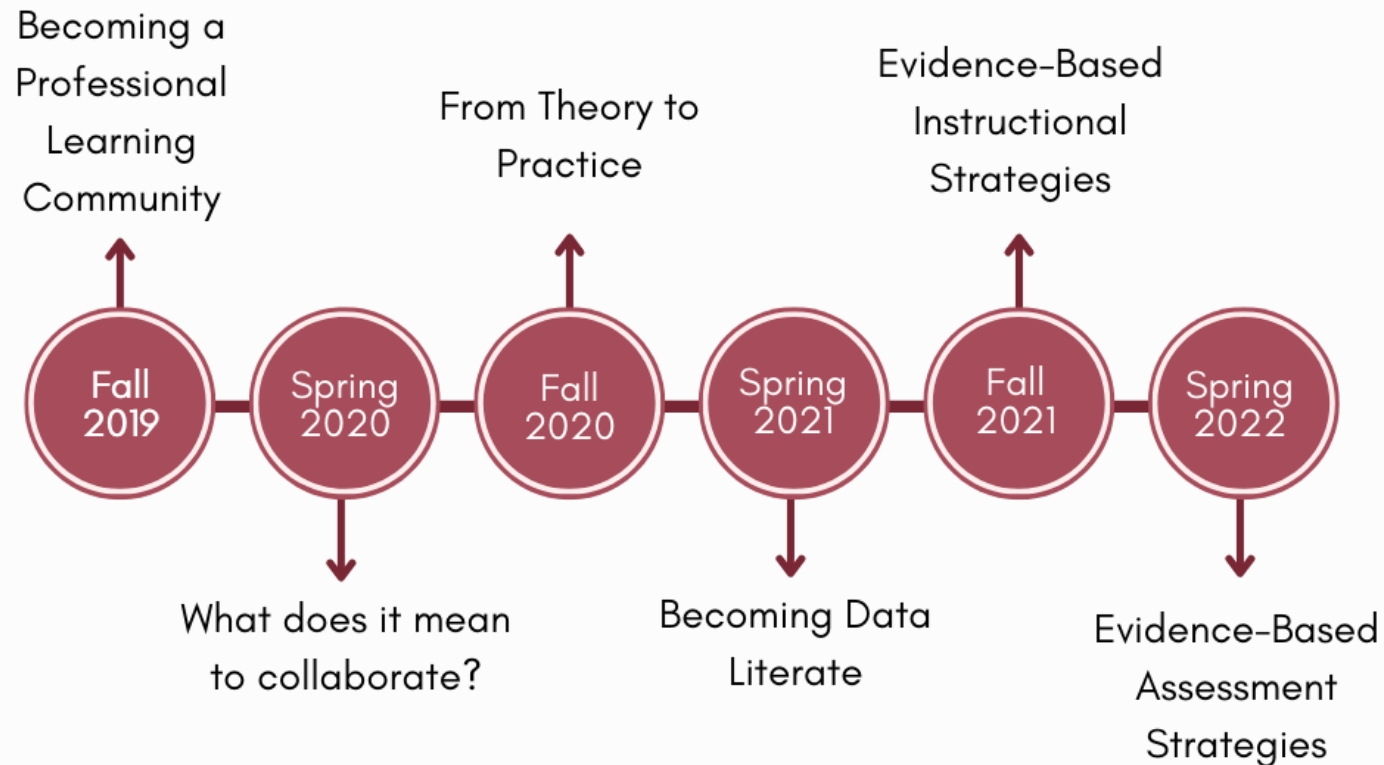
Every team has determined the essential learning of their course. Teams regularly review student learning data to refine essential learning outcomes.

Teams deemed approximately one-third of their state standards as essential. Teams also teach nice-to-know standards, but we guarantee the essentials for every student.



# PROFESSIONAL LEARNING PLAN

*Ensuring the adults learn at high levels too!*



## Adult Learning

In a Professional Learning Community, adult learning is as important as student learning.

A comprehensive, multi-year professional learning plan was developed that mirrored the district's implementation timeline. All teachers attend twice monthly professional learning during their planning time.

## Professional Learning 2019 - 2020



"A cardinal rule of decision making in a professional learning community is that prior to making a decision, people must first build shared knowledge, that is, **they must learn together.**" - *Learning by Doing*, page 28



### BECOMING A PROFESSIONAL LEARNING COMMUNITY

- What are Professional Learning Communities?
- The Three Big Ideas
- What are we loose and tight about?
- What is my role?
- Where Are We Now? Assessing Our Place on the PLC Journey
- What will happen if we do this right?

### WHAT DOES IT MEAN TO COLLABORATE?



- Groups vs. Teams
- Why do we need norms?
- Collaboration vs. Planning
- 1-5-10 Teams
- Clarifying the *Right Work*
- Formative Assessment and Common Formative Assessment
- Why do we need goals?

# Professional Learning 2019 - 2020

## Professional Learning 2020 - 2021



# Professional Learning 2020 - 2021

"A cardinal rule of decision making in a professional learning community is that prior to making a decision, people must first build shared knowledge, that is, **they must learn together.**" - *Learning by Doing*, page 28



### FROM THEORY TO PRACTICE

- Review Deconstruction of Standards
- Determining Essential Standards using R.E.A.L. (Review)
- How do we collaborate on Question 1?
- How do we collaborate on Question 2?
- How do we collaborate on Question 3?
- How do we collaborate on Question 4?
- Tier II vs. Tier III Intervention

### BECOMING DATA LITERATE



- Different Types of Data
- What data do teams collaborate on?
- Interpreting Data
- Organizing and Analyzing Data
- Student Learning Data and the Gradebook
- Case Studies: How to Use Student Learning Data

## Professional Learning 2021 - 2022



"A cardinal rule of decision making in a professional learning community is that prior to making a decision, people must first build shared knowledge, that is, **they must learn together.**" - *Learning by Doing*, page 28



### EVIDENCE-BASED INSTRUCTIONAL STRATEGIES

- What is an evidence-based classroom?
- Our Current Practices and Their Effectiveness
- Hattie's Research and Effective Instruction
- Strategies for Teaching Vocabulary
- Examining Lesson Plans
- Collaborating on Instructional Strategies

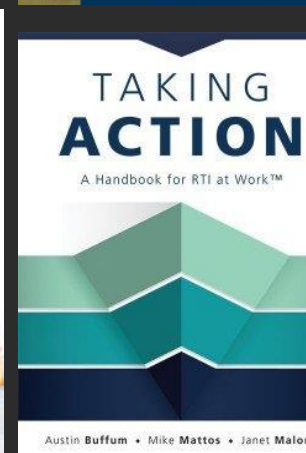
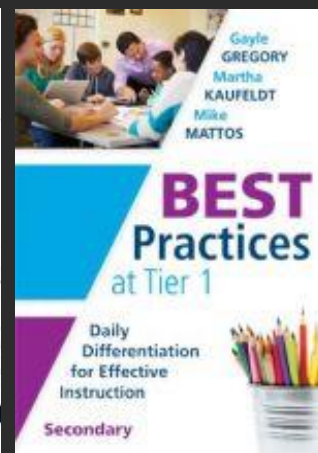
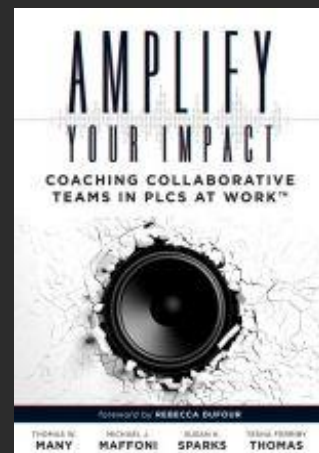
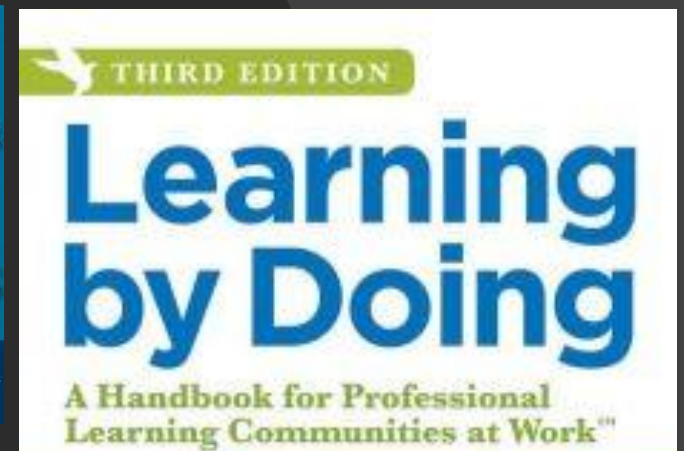
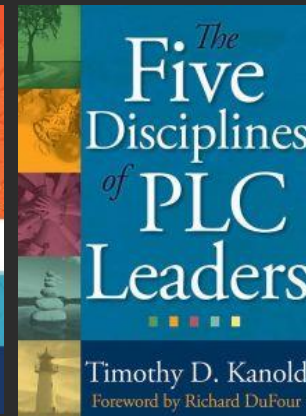
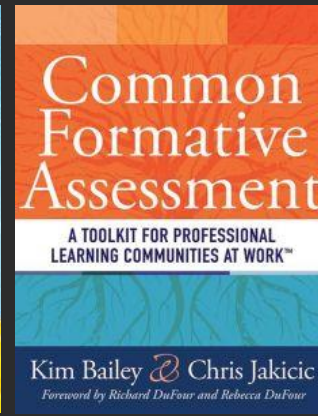
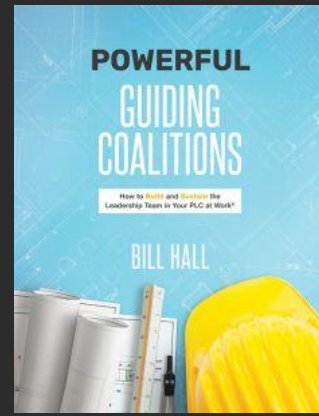
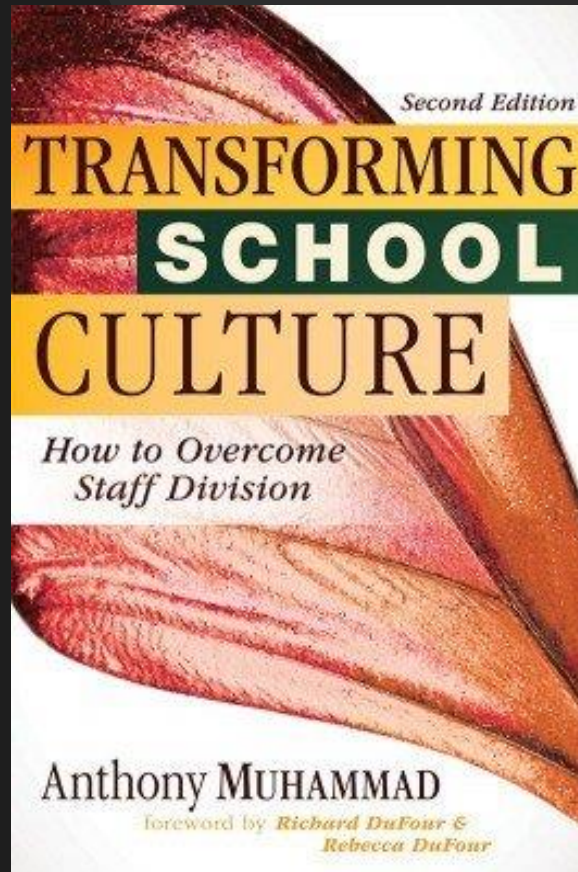
### EVIDENCE-BASED ASSESSMENT STRATEGIES



- What is evidence-based assessment?
- Our Current Assessment System
- What's the relationship between instruction and assessment?
- 10 Easy-to-Implement Assessment Strategies
- Lesson Plan Review: Have you planned for assessment?
- Students' Roles in Assessing Learning

# Professional Learning 2021 - 2022

# Leader Learning




**PLC**  
**AT WORK**<sup>®</sup>  
INSTITUTE

Culture Keepers

**LEADING**  
a PLC at Work<sup>®</sup>

THE  
**SUMMIT**  
ON PLC AT WORK

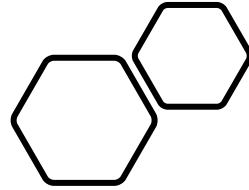
  
THE ANNUAL CONFERENCE ON  
**Assessment**  
& **Grading**

THE  
**SUMMIT**  
ON RTI AT WORK<sup>™</sup>

# Other Educators We've Learned With







# A Collaborative Culture

*"In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student."*  
– Learning by Doing, page 12

# Collaboration Schedule

- Every teacher is assigned to a meaningful collaborative team.
- Each team meets two times each week from 7:30 AM – 8:15 AM.
- Wednesdays are reserved for Guiding Coalition.
- Teachers also have two Office Hours days per week.



Normal Bell Schedule

Period	Time	
Collaboration	7:30 AM – 8:15 AM	
Release Bell	8:15 AM	Release from Café and Gym – Report to 1 <sup>st</sup> Block
1 <sup>st</sup>	8:30 AM – 9:49 AM	1 <sup>st</sup> Block
2 <sup>nd</sup>	9:55 AM – 11:14 AM	2 <sup>nd</sup> Block
Wildcat Period	11:20 AM – 11:59 AM	Advisement - Intervention and Extension; Clubs
3 <sup>rd</sup>	12:05 PM – 1:54 PM	3 <sup>rd</sup> Block and Lunch
	11:59 AM – 12:25 PM	1 <sup>st</sup> Lunch
	12:29 PM – 12:55 PM	2 <sup>nd</sup> Lunch
	12:59 PM – 1:25 PM	3 <sup>rd</sup> Lunch
	1:29 PM – 1:54 PM	4 <sup>th</sup> Lunch
4 <sup>th</sup>	2:00 PM – 3:20 PM	4 <sup>th</sup> Block



2021 – 2022 Collaborative Teams

Math (Tues/Fri)				Science (Tues/Fri)			Social Studies (Mon/Th)			
Algebra I (3 <sup>rd</sup> )	Geometry (3 <sup>rd</sup> )	Algebra II (3 <sup>rd</sup> )	AMDM (3 <sup>rd</sup> )	Environmental (2 <sup>nd</sup> )	Physics (4 <sup>th</sup> )	Biology (2 <sup>nd</sup> )	Government (3 <sup>rd</sup> )	World History (3 <sup>rd</sup> )	US History (3 <sup>rd</sup> )	Econ (1 <sup>st</sup> )
Clarke Hibbard Kingsmill Norris Shields	Gaither Hawkins O'Farrill Parsons Turner	Colclasure Dean Fulton	Mackey Edwards	Brown Russell Yarbrough	Brennan Condon Forbes Vincent	Gwaltney Hunt Phillips, A. Nava Selman	Alumbaugh Collins Taylor	Dunnell Hunter Kent	Bell Holloway	Bollwerk Kienitz
ELA (Mon/Th)		Physical Education (Tues/Fri)		Fine Arts (Mon/Th)		Magnet (Mon/Th) (3 <sup>rd</sup> )	CTAE (Tues/Fri)	World Language (Mon/Th)	Self-Contained SPED (Tues/Fri)	
9 <sup>th</sup> /10 <sup>th</sup> (1 <sup>st</sup> )	11 <sup>th</sup> /12 <sup>th</sup> (4 <sup>th</sup> )	Higdon Middleton Montgomery Plott Shedd Tramutola		Bryant Human Johnson Kobito Maldonado Reavis Tindall		D'Agostino Calvert	Barnes Beard Bennett Bergman Kilgo Macedo Sanders Zimmer	Ellison Grogan Guse Howe	Mann Morgan Gatlin Tompkins	
Carlile Heiser Lee Lowery Patterson Pellegrino Phillips, J.	Demings Hames Morris Robertson Simington Williams									

\* period shown for collab teams that also share a common planning period

Collaborative Planning Schedule – Monday

Collaborative Planning 7:30 AM – 8:15 AM	Office Hours 7:30 AM – 8:15 AM	Student Supervision 7:30 AM – 8:15 AM
English Social Studies Foreign Language Fine Arts Media Specialist	Barnes Beard Bergman Clarke Colclasure Condon Edwards Forbes Fulton Gaither Gatlin Hawkins Hibbard Higdon Kingsmill Macedo Montgomery Morgan Nava Norris O’Farrill Parson Phillips, A. Sanders Shedd Shields Tompkins Tramutola Turner Vincent Yarbrough	Bennett, C Brennan Brown, S. Dean Gwaltney Mackey Mann Middleton Plott Selman

Collaborative Planning Schedule – Tuesday

Collaborative Planning 7:30 AM – 8:15 AM	Office Hours 7:30 AM – 8:15 AM	Student Supervision 7:30 AM – 8:15 AM
Science Math CTAE Physical Education Self-Contained SPED	Bell Carlile D’Agostino Hames Heiser Holloway Howe Human Kent Kienitz Kobito Lee Lowery Maldonado Morris Patterson Payne Pellegrino Reavis Robertson Taylor Tindall Williams-Rakestraw	Alumbaugh Bollwerk Bryant Calvert Demings Dunnell Ellison Grogan Guse Kienitz Patterson Phillips, J. Simington

Collaborative Planning Schedule – Wednesday

Collaborative Planning 7:30 AM – 8:15 AM	Office Hours 7:30 AM – 8:15 AM	Student Supervision 7:30 AM – 8:15 AM
	Alumbaugh Barnes Beard Bennett Bollwerk Brennan Brown Bryant Calvert Carlile Clarke Colclasure Collins Condon Dean Demings Dunnell Ellison Forbes Fulton Gatlin Grogan Guse Gwaltney Hames Heiser Hibbard Holloway Human Kent Lee Lowery Macedo Mackey Maldonado Mann Middleton Morgan Morris Nava Parsons Patterson Payne Phillips, J. Plott Reavis Robertson Selman Simington Tindall Tompkins Tramutola vincent Yarbrough	Bergman Hawkins Higdon Kingsmill O’Farrill Pellegrino Phillips, A. Sanders Shedd Taylor Turner Williams-Rakestraw

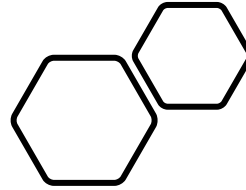
Collaborative Planning Schedule – Thursday

Collaborative Planning 7:30 AM – 8:15 AM	Office Hours 7:30 AM – 8:15 AM	Student Supervision 7:30 AM – 8:15 AM
English Social Studies Foreign Language Fine Arts Media Specialist	Barnes Beard Bennett, C Bergman Brennan Brown Dean Edwards Gaither Gwaltney Hawkins Higdon Hunt Kilgo Kingsmill Macedo Mackey Mann Middleton Montgomery Norris O’Farrill Phillips, A. Plott Sanders Selman Shedd Shields Tompkins Tramutola Turner	Barnes Clarke Colclasure Condon Forbes Fulton Gatlin Hibbard Morgan Nava Parson Vincent Yarbrough

Collaborative Planning Schedule – Friday

Collaborative Planning 7:30 AM – 8:15 AM	Office Hours 7:30 AM – 8:15 AM	Student Supervision 7:30 AM – 8:15 AM
Science Math CTAE Physical Education Self-Contained SPED	Alumbaugh Bollwerk Bryant Calvert Collins D’Agostino Demings Dunnell Ellison Grogan Guse Howe Hunter Johnson Kienitz Payne Pellegrino Phillips, J. Simington Taylor Williams-Rakestraw	Carlile Hames Heiser Holloway Human Kent Lee Lowery Maldonado Morris Reavis Robertson Tindall





# Results Oriented

*"Educators in a PLC focus on results – evidence of student learning."* – Learning by Doing, page 12

# WOODLAND

## ENGLISH DEPT.



THE DEPARTMENT

- \* The ELA Department is made up of 11 teachers plus 3 exceptional education teachers. These 14 teachers work in two collaborative teams.



BEATING THE STATE

- \* Since 2019, WHS has had a larger percentage of students scoring a 3 or 4 on the American Literature EOC than the state of Georgia.



READING STATUS

- \* Since 2019, more than 60% of eleventh graders are reading at or above grade level, including all student subgroups.



MOVING STUDENTS

- \* From 2020 - 2021 to 2021 - 2022, WHS decreased Level I and Level II learners on the American Literature EOC while raising the percentage of Level III and Level IV learners.



BLACK STUDENTS

- \* In 2020 - 2021, 15% of Black students earned a 3 or 4 on the American Literature EOC. In 2021 - 2022, 75% of Black students earned a 3 or 4.



NEXT STEPS

- \* We need to focus on Tier II and Tier III strategies with our Students with Disabilities. Ensuring students are reading on grade level with eliminate the gap between all student and those with a disability.

# WOODLAND

## MATH DEPT.



THE DEPARTMENT

- \* The Math Department is made up of 11 teachers plus 4 exceptional education teachers. These 15 teachers work in three collaborative teams.



ALL SUBGROUPS

- \* Before Georgia discontinued the Geometry EOC, WHS increased the percentage of Level III and Level IV learners in all student subgroups.



MEAN SCORE

- \* During the 2021 - 2022 school year, the Algebra I team increased the mean score on the Algebra I EOC 8 points.



MOVING STUDENTS

- \* From 2020 - 2021 to 2021 - 2022, WHS decreased Level I learners on the Algebra I EOC by 10%. The percentage of Level III and Level IV learners increased.



HISPANIC STUDENTS

- \* In 2020 - 2021, 6% of Hispanic students earned a 3 or 4 on the Algebra I EOC. In 2021 - 2022, 24% of Hispanic students earned a 3 or 4.



NEXT STEPS

- \* We need to focus on Tier II and Tier III strategies with our Students with Disabilities. Identifying gaps in learning using a universal screener will also us to plan prevention versus relying solely on intervention.

# WOODLAND

## SCIENCE DEPT.



THE DEPARTMENT

- \* The Science Department is made up of 11 teachers plus 3 exceptional education teachers. These 14 teachers work in three collaborative teams.



MAGNET STUDENTS

- \* In 2020 - 2021, only students in WHS' Medical Sciences Magnet Program took the Biology EOC. Of those students, 78% were a Level III or Level IV learner.



BEATING THE STATE

- \* During the 2021 - 2022 school year, 52% of students at WHS were a Level III or Level IV learner on the Biology EOC, beating the state of Georgia by 10%.



MOVING STUDENTS

- \* From 2019 - 2020 to 2021 - 2022, WHS decreased Level I learners on the Biology EOC by 20%. The percentage of Level III and Level IV learners increased by 14%.



MEAN SCORE

- \* Since 2019, the Biology team has raised the mean score on the Biology EOC 19 points.



NEXT STEPS

- \* We need to focus on closing the gap between students with disabilities and all students. The collaborative team uses common instructional time to share students in order to meet their needs.

# WOODLAND

## SOCIAL STUDIES



THE DEPARTMENT

- \* The Social Studies Department is made up of 9 teachers plus 2 exceptional education teachers. These 11 teachers work in three collaborative teams.



STUDENTS WITH DISABILITIES

- \* In 2021 - 2022, 19% of Students with Disabilities were Level III or Level IV learners on the US History EOC, compared to 0% the previous year.



BEATING THE STATE

- \* During the last three school years, WHS has consistently outperformed the state of Georgia on the US History EOC.



HISPANIC STUDENTS

- \* Since 2020, Hispanic students at WHS have outperformed the state of Georgia by 9% and 16% respectively.



MEAN SCORE

- \* During the 2021 - 2022 school year, the US History team increased the mean score on the US History EOC by 6 points.



NEXT STEPS

- \* We need to focus on closing the gap between Black students and all students. The collaborative team should use student learning data to determine which strategies are most effective and should implement these strategies in Tier I.



# 95.4%

CLASS OF 2021 GRADUATION RATE



**+ 3.6%**

Increase from 2019 - 2020 to 2020 - 2021

**+12.3%**

Increase in students with disabilities



## HISTORICALLY HIGH

# W

Highest graduation rate in Woodland High School's history

## CLOSING THE GAP

Decreasing the gap between all students and every student subgroup



**+11.7%**

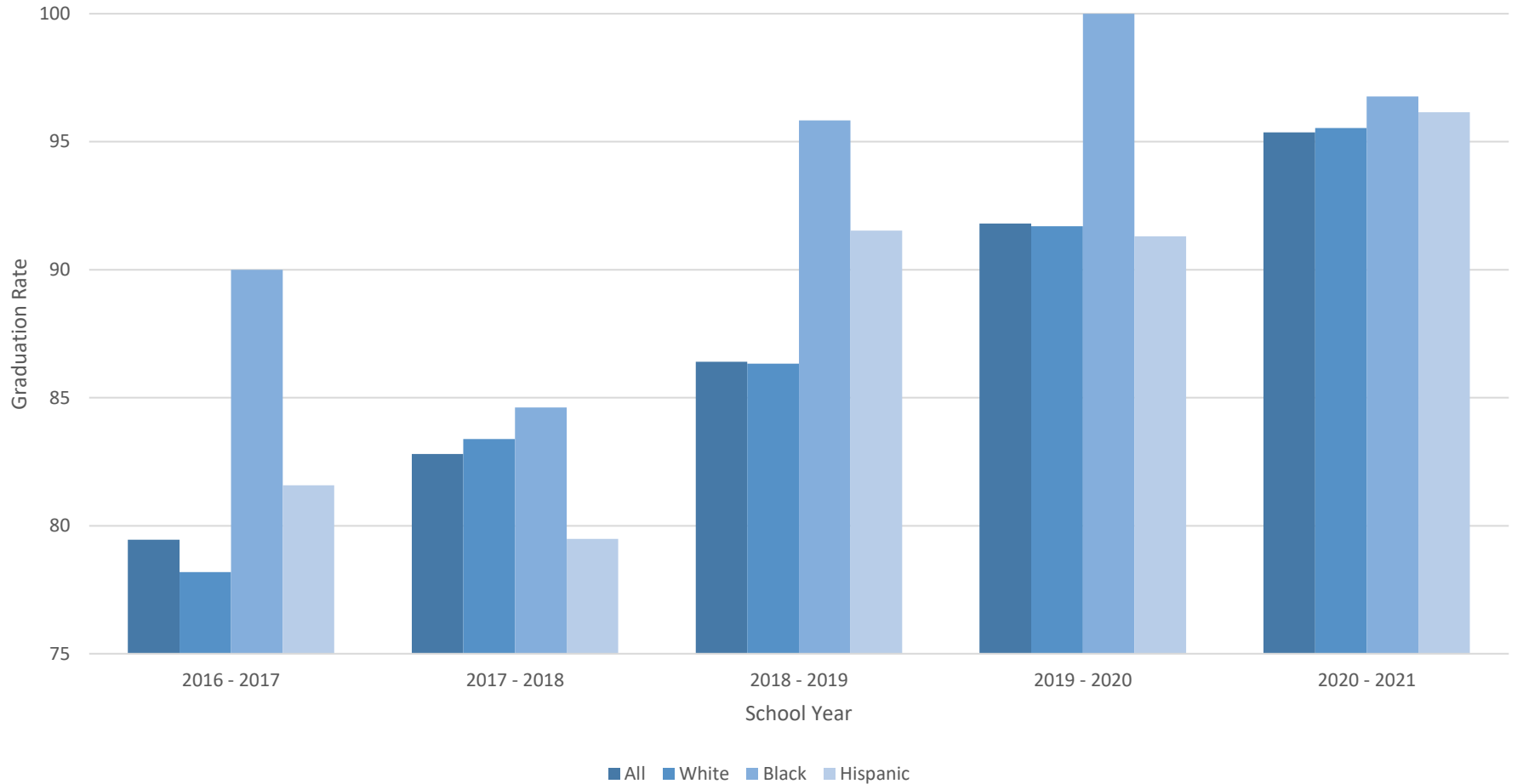
Higher than the state of Georgia

## HIGHEST IN BCSS

Highest graduation rate in the Bartow County School System

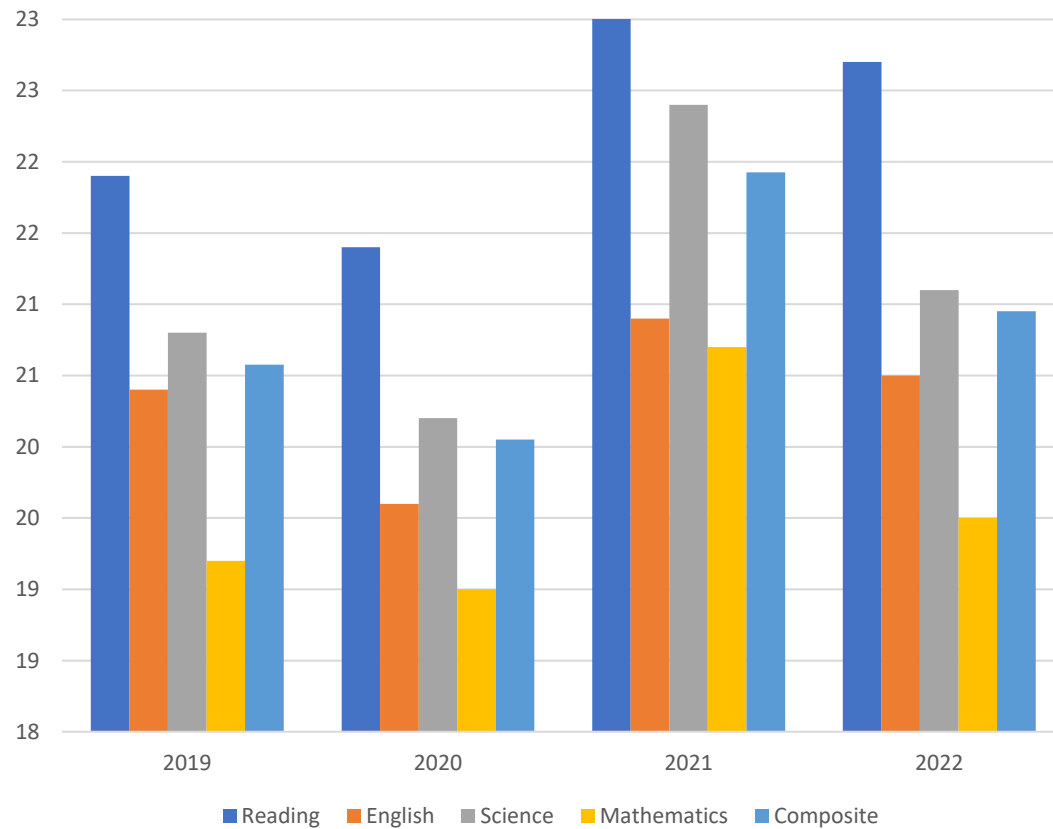


# Graduation Rate

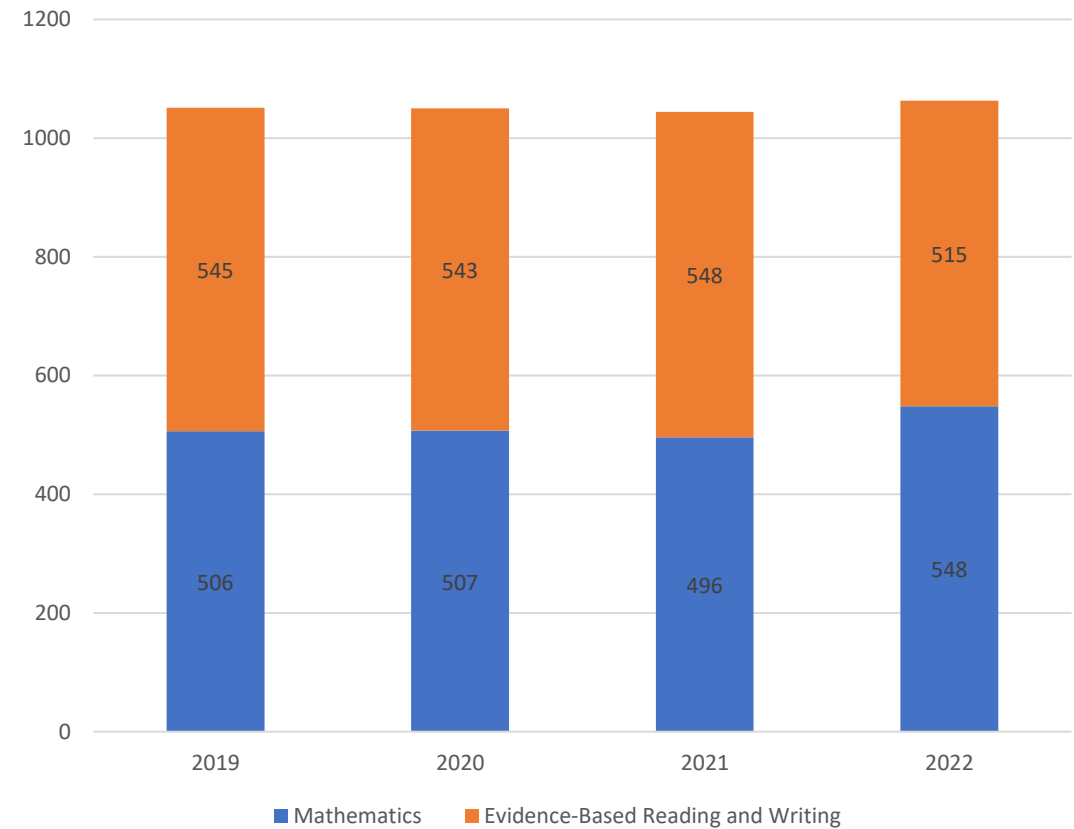


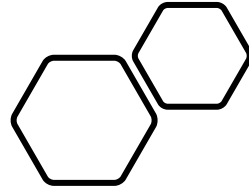
# SAT and ACT

ACT (Graduating Senior Report)



SAT (Graduating Senior Report)





# Awards & Recognitions

*“When celebrations continually remind people of the purpose and priorities of their organizations, members are more likely to embrace the purpose and work toward agreed-on priorities.” – Learning by Doing, page 221*



June 2021

Bartow County School System  
named Model District



**CONGRATULATIONS! ×**  
**MICHAEL KOBITO**  
**WOODLAND H.S. BAND DIRECTOR**  
**GEORGIA TEACHER OF THE YEAR**




April 2022

WHS Teacher Named Georgia  
Teacher of the Year





November 2021  
Biology Team Recognized as an *A Team* by BCSS

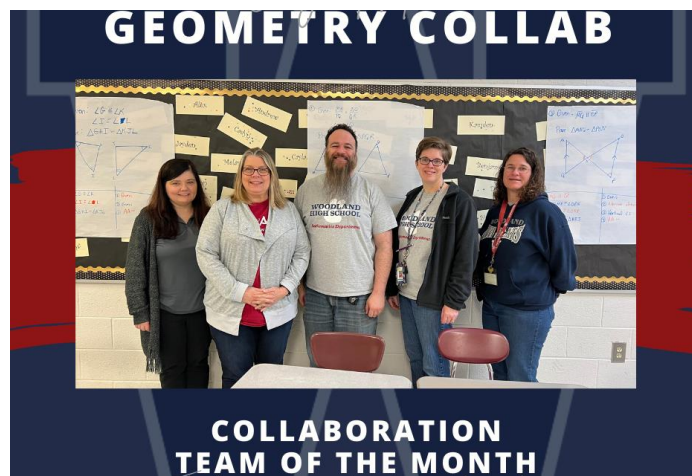


95.4%

**GRADUATION RATE**  
WOODLAND HIGH SCHOOL

# 2021 – 2022 School Year

Recognizing Collaborative Teams of the Month  
for Doing the Right Work





# April 2022 Advanced Placement Honors



## ADVANCED PLACEMENT STEM SCHOOL

Schools with a minimum of five students testing in at least four AP STEM courses



## ADVANCED PLACEMENT HUMANITIES SCHOOL

Schools with a minimum of five students testing in each of the following AP categories: one ELA course, two history/social science courses, one fine arts course and one world language course



## ADVANCED PLACEMENT EXPANSION SCHOOL

Schools with 25% growth in AP student participation from May 2020 to May 2021 and a minimum of 25 students testing in May 2020



### 5 ADVANCED PLACEMENT TEACHERS WITH DISTINCTION

At least 80% of their AP students took the AP exam, and of those, more than half scored a three or higher



### 37 ADVANCED PLACEMENT SCHOLARS

Granted to students who receive scores of 3 or higher on three or more AP Exams



### 9 ADVANCED PLACEMENT SCHOLARS WITH HONOR

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams



### 9 ADVANCED PLACEMENT SCHOLARS WITH DISTINCTION

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams

## October 2021 Advanced Placement Honors

# SAT & ACT RESULTS

CLASS OF 2021 & CLASS OF 2022

ACT Composite score beats national average

Highest SAT score in Bartow County

Black students' average SAT score increased 77 points

Hispanic students' average SAT score increased 21 points

All students' SAT mean math score increased 19 points



# VISITS TO WHS

Systems and schools visit to learn about the PLC process and how we have made the shift at Woodland.

Sarasota County Schools  
Sarasota, FL  
Visited collaborative teams, classrooms, and the leadership team



Newton County Schools  
Covington, GA

Observed Tier II intervention time and conference with the Learning Support Specialist



Colquitt County High School  
Norman Park, GA

Visited collaborative teams, classroom instruction, and conferenced with school administrators



Airport High School  
West Columbia, SC

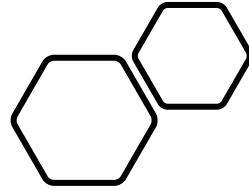
Observed normal school operations including collaboration and engaged in conversations with WHS' leadership team



Cartersville High School  
Cartersville, GA

Observed Tier III reading interventions and shadowing WHS' reading interventionist





# Next Steps

*“When we know better we have an obligation to do better.” – Learning by Doing, page 257*

# WOODLAND

HIGH SCHOOL

100%  
GRADUATION  
RATE

*All Means All!*





## NEXT STEPS

# CONTINUE TO REVISIT AND REVISE ESSENTIAL STANDARDS

1. Review student learning data
2. Ask for new team members' input
3. Continue vertical collaboration
4. Better align CFAs and CSAs
5. Consistently choose and implement evidence-based interventions





## NEXT STEPS

# STRENGTHEN COLLABORATIVE TEAMS

1. Build the master schedule by first building strong collaborative teams
2. Keep co-teaching pairs together from year-to-year
3. Utilize common instructional time
4. Create professional learning that is specific to a team's needs







## NEXT STEPS

# A PLAN TO INDUCT NEW TEACHERS

1. Differentiate professional learning for teachers new to the process
2. Utilize Guiding Coalition members to support new teachers
3. Seek and value their feedback



All Means All?