

# Woodland High School

Western Association of Schools and Colleges (WASC)

Visiting Committee Report

2016

## CATEGORY A:

### ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

#### **Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:**

- A committed group of teacher leaders within a faculty that includes a high number of school alumni
- Commitment at district and site leadership levels to professional development
- Professional development tied to instructional areas of focus
- Student academic supports (CSLC, ASSETS, Communicare, etc.)
- Strong CTE classes with CTE pathways being revised

#### **Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:**

- Ensuring professional development that stays focused on student data and identified goals
- Continuing the development of a distributive leadership model within the district and site that empowers site administration and teaching staff to build capacity and stability
- Deepening work with data to assess student achievement and guide teaching and learning toward college and career readiness and LCAP goals
- Addressing deteriorating facilities to support 21st century learning needs
- Continuing to expand access to and use of student technology
- Increasing inclusion of staff, parent, and community voice in the district's LCAP revision process

**CATEGORY B:**  
**STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**Areas of strength for Standards-Based Student Learning: Curriculum:**

- Availability of CTE classes/ROP classes
- Open access to AP courses
- AVID courses
- Focused student academic support
- Collaboration with UC Davis and Woodland Community College

**Key issues for Standards-Based Learning: Curriculum:**

- Continued focus on academic improvement for student subgroups
- Expand use of frameworks for science, social studies, and ELA/ELD
- Additional, regularly scheduled, guided collaboration time for teachers to work together on the continuum of standards-based teaching and to review student performance data
- Continued development, selection, and refinement of curriculum aligned with CCSS and the SLOs in all content areas
- Analysis of AP course offerings to ensure optimization of student achievement through mindful course allocation
- Full transition to adopted math curriculum with necessary professional development for full implementation

## CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

### **Areas of strength for Standards-Based Student Learning: Instruction:**

- CTE classes that offer a strong connection with authentic learning tasks and applications
- Teachers that are passionate about the subjects they teach and student success
- School wide AVID and Kagan instructional implementation

### **Key issues for Organization: Instruction:**

- Continue to provide training and opportunities for teachers to create and work with authentic learning tasks in all content areas aligned to the common core
- Focus on the implementation of RtI aligned with student outcomes
- Increase the use of school wide achievement data for focused data-driven instruction
- Increase differentiated instructional strategies aligned to student outcomes

## CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

### **Areas of strength for Standards-based student learning: Assessment and Accountability:**

- Teachers have Standards-based Unit Study Guides that contextualize teaching, learning, and assessment
- English and math teachers have volunteered to pilot the NWEA MAPS program, which compares data district-wide and nationally for individual learners at a glance
- Continued development and utilization of School Loop as a resource

### **Key issues for Standards-Based Student Learning: Assessment and Accountability:**

- Continue department-wide development and implementation of standards-based common assessments with alignment to CCSS
- Implement multiple types of assessments in core classes using cross-curricular projects, and project-based learning components such as essential questions and real-world examples to align to college and career readiness standards
- Disaggregate and analyze data and report student progress to all stakeholders
- Identify and implement a consistent assessment tool to provide assessment data to site level leadership and staff
- Align use of common rubrics and grading systems with curriculum and instruction
- Create data site reports to use as a working document to benefit the staff in working together towards specific site goals based on that data and share out with stakeholders
- Technology support for online assessments such as CAASPP

## CATEGORY E:

### SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

#### **Areas of strength for School Culture and Support for Student Personal and Academic Growth:**

- Parents and students describe the school as a safe, supportive environment and take pride in the culture of the school
- Students and parents feel connected to the school staff and site leadership
- Effective school parent communication through School Loop
- The wide range of available student supports including the CSLC and Assets program
- The school counseling program effectively provides academic supports and monitors academic performance, as well as provides college, career, and social emotional counseling
- Teachers and counselors are accessible to students, and parents
- Partnerships with local community agencies, businesses, UC Davis and Woodland Community College

#### **Key issues for School Culture and Support for Student Personal and Academic Growth:**

- Enhance the existing school facilities to support the growth of CTE, student athletics, and positive school environment and climate
- Continue to increase parent participation outside of school sporting events.
- Continue to implement school wide restorative justice practices and trauma informed care
- Continue to enhance CTE program and partnerships that develop the 21st century student
- Develop and administer an annual student perception tool that measures school climate and culture
- Further develop extra-curricular clubs and activities that represent student interest and participation

# School wide Strengths and Critical Areas for Follow-up

## **School wide Areas of Strength**

1. A committed group of teacher leaders within a faculty that includes a high number of school alumni
2. Availability of CTE classes/ROP classes
3. AVID courses
4. School wide AVID and Kagan instructional implementation
5. Continued development and utilization of School Loop as a resource
6. Parents and students describe the school as a safe, supportive environment and take pride in the culture of the school
7. The wide range of available student supports including the CSLC and Assets program
8. The school counseling program effectively provides academic supports and monitors academic performance, as well as provides college, career, and social emotional counseling

# School wide Critical Areas for Follow-Up:

1. Continuing the development of a distributive leadership model within the district and site that empowers site administration and teaching staff to build capacity and stability
2. Addressing deteriorating facilities to support 21st century learning needs
3. Additional, regularly scheduled, guided collaboration time for teachers to work together on the continuum of standards-based teaching and to review student performance data
4. Continued development, selection, and refinement of curriculum aligned with CCSS and the SLOs in all content areas
5. Analysis of AP course offerings to focus on depth over breadth to ensure optimization of student achievement through mindful course allocation
6. Increase the use of school wide achievement data for focused data-driven instruction
7. Increase differentiated instructional strategies aligned to student outcomes
8. Identify and implement a consistent assessment tool to provide assessment data to site level leadership and staff
9. Align use of common rubrics and grading systems with curriculum and instruction
10. Create data site reports to use as a working document to benefit the staff in working together towards specific site goals based on that data and share out with stakeholders
11. Continue to implement school wide restorative justice practices and trauma informed care
12. Continue to enhance CTE program and partnerships that develop the 21st century student



Thank You!