

**Woodland Middle School**  
**Georgia Assessment of Performance on School Standards (GAPSS)**  
**2011-2012**

<b>Year 3 Priorities</b>	<b>Leadership Team Recommendations for Achieving Fully Operational Status</b>
<p><b>Standard I 2.3 Differentiated Instruction</b></p> <p><b>Fully Operational:</b>  <b>All teachers make appropriate use of differentiation, including adjusting content, process, product and learning environment based upon diagnosis of students' readiness levels, learning styles, interests and personal goals.</b></p>	<p><b>Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings.</b></p> <p><b>Performance Action 1, p 70</b></p> <p><b>Artifacts</b></p> <p><b>PL Schedules, sign-in sheets, agendas and minutes</b>  <b>Classroom arrangements</b>  <b>Sample activities and performance tasks in lesson plans</b>  <b>Group Assignment Charts</b>  <b>Student Choice of Assignments, etc.</b></p>
<p><b>Standard I 2.5 Flexible Grouping of Students</b></p> <p><b>Fully Operational:</b>  <b>All students benefit from instructors' use of flexible grouping practices based upon effective and ongoing diagnosis and formative assessment. Groups are formed and then dissolved in a flexible and proactive manner based upon students' changing readiness levels, interests and learning styles in relationship to GPS and other learning goals.</b></p>	<p><b>Teachers are provided professional learning on the use of diagnostic and formative assessments and learning styles to strengthen flexible grouping practices.</b></p> <p><b>Using diagnostic and formative assessments, teachers group their students in a variety of ways to include whole group, small group, cooperative learning pairs or groups, individual, interest-based skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses.</b></p>

**Standard I. 2.5 Flexible Grouping of Students**

**Fully Operational:**

All students benefit from instructors' use of flexible grouping practices based upon effective and ongoing diagnosis and formative assessment. Groups are formed and then dissolved in a flexible and proactive manner based upon students' changing readiness levels, interests and learning styles in relationship to GPS and other learning goals

**Performance Action 1 and 2, p 74**

**Artifacts**

PL agendas and minutes

Sign-in sheets

Diagnostic assessment results

Formative assessment results

Grouping Assignments

Assessment class profile charts, etc.

**WOLFPACK**

WOODLAND MIDDLE SCHOOL

