



Building a Stronger Foundation
MIDDLE STATES REVIEW PROJECT

PROJECT DOCUMENTATION

Woodland Country Day School
1216 Roadstown Road • Bridgeton NJ 08302 • 856.453.8499



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“Continual improvement is an unending journey.”
–Lloyd Dobens and Clare Crawford-Mason

Introduction

Woodland Country Day School was founded as St. John's Day School in 1959 by Salem and Cumberland County parents who wanted a strong preparatory education for their children. The school was located in the Parish House of St. John's Episcopal Church in Salem and was aided significantly by the vestry of the church. St. John's grew to the point that the facilities in Salem soon became overcrowded, so in 1961, the Board of Trustees purchased the historic Wood Mansion in Jericho as the new home of St. John's.

In the spring of 1964, the official relationship of the school with the Episcopal Church was clarified through a change in the charter making the school non-denominational. Children of all races, creeds and nationalities were always welcome at St. John's - a tradition that Woodland is proud to continue.

The academic and co-curricular programs expanded over the years to reflect the talents of many faculty members and the foresight of administrators and Board members. Art, music, drama, computer and physical education programs evolved and classroom space and equipment were furnished by the school and by the Parents' Association.

In 1977, the Board of Trustees decided to change the name of the School from St. John's to Woodland Country Day School. The reasons for the change were to reflect the non-denominational status of the school and to commemorate the place of the Wood family in the historic district of Jericho.

Woodland was the first independent elementary school in South Jersey to be accredited by the Middle States Association of Colleges and Schools in 1984 and celebrated its 25th Anniversary at that time. A building program began the following year which added a new fieldhouse and classroom building to present campus, in addition to extensive renovations to present facilities. In 1994 the school conducted a capital campaign to fund an endowment and a computer and science learning center.



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Purpose

In the interest of keeping Woodland Country School one of the finest schools in the southwestern New Jersey area, the Board of Directors mandates the administration of the school to uphold the accreditation of the Middle States Commission on Elementary Schools. As a result, the reaccreditation process is not just a “hoop” which needs to be jumped through. It represents a rigorous testing of our resolve and courage to maintain, refine and grow the academically excellent programs that past staffs, administrators and educators have developed. This important process necessitates that we take a critical look at our past and learn from both our successes and our attempts at success. It is here that the lessons needed to promote our school into the 21st century and beyond are found. It is here that we create an ambitious yet realistic vision for our future.

Our eight-acre campus and facility is recognized as the key to the Woodland program and the core of the community’s being. The dedication and commitment to continued excellence is the driving force by which we meet the day-to-day challenges of molding young minds into productive, respectful citizens. Our administration is committed to the support of the wellness of the entire community and strives to maintain the health of the whole. Together the Board and the administration have canvassed the community on many topics in the hopes of revealing our strengths and weaknesses. We have spent countless hours in review and debate about the creation and execution of our ongoing project, which is reviewed and contained within.

This introduction would be incomplete without mention of the students and parents of Woodland Country Day School. These people round out our family by providing the raw materials needed to make this institution a success. The parents are constantly vigilant to the needs of our facility and keep the staff on track in terms of the needs of their children. The students come here with the expectation of being molded and developed into the fullest stature their potential will allow.

The following document will provide our review team with a general overview of Woodland Country Day School’s impressive history and the program paths taken. It will also enlighten you to our ongoing awareness of the goals we are eagerly striving to achieve each operating day. The picture given is one of optimism that the faculty, staff, administration and Board shall continue to develop our students into powerful, confident, and intellectually refined adults.



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Team Members

Cosmo Terrigno
Paul F. Kuntz, Sr.
Sherrill Sieber
Beth Saunderlin

Head of School
Head of Upper School
Head of Middle School
Head of Preschool

Roseanne Shevchenko
Gretchen Brown
Barbara Bartlett
Dana Kuntz

Elizabeth Bygrave
John Schweikert
Jack Parrish
Amy Hood



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Section I:

Committee Reflection Outline



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Reflection Overview

The Middle States Committee at Woodland Country Day School wanted a comprehensive look at our school-wide performance. In order to make sure a complete look at all aspects was achieved, it was decided to take a two-part approach to the review procedure.

First and foremost, the Middle States questionnaire was used to identify the core areas for an improvement plan. This method provided the most unbiased, complete ratings of the school and its many facets.

However, it was realized that in order to be complete in the self-assessment, the school must turn inward and review its mission statement and how it is applied to everyday practices. This would encompass the entire Woodland student and how that student is prepared for success in his or her academic and personal future.

In order to tackle this area, the Woodland Middle States Committee met on several occasions to discuss the three aspects of the Woodland student: academics, athletics and aesthetics. The three areas were compared to the past for reference, to other school systems for continuity, and to the perceived future for growth. It was discovered that all areas had been strongly founded, are currently under growth process, and are available to new concepts and ideas to keep that growth alive.

Following is an outline of the Woodland plan to keep in accordance with our mission statement now and into the future. Some of these ideas are being incorporated into our Middle States project, while others are being assimilated into the Woodland long-range plan. It is this added insight that allows us to see our school for what it is and how it fares in the eyes of the Woodland community.



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Intellectual

School Mission:

The school was founded by parents who wanted a strong preparatory education for their children.

- **Language Arts:**
 - **Strong Foundation**
 - Lower School focus on reading, writing, spelling and English skills
 - 3 Upper School disciplines: English skills, composition, reading
 - Open Court reading program up to grade 4.
 - Reading continues through grade 6, where the students pick up Latin (which furthers English comprehension.)
 - Advanced in expository writing and English skills
 - **We currently enrich this program by:**
 - Training faculty to properly implement the Open Court program
 - Have recently expanded down to PK4
 - For the first time, the 7th and 8th grade composition has been enhanced with textbooks
 - **Future Improvement Plans**
 - Expand Open Court into grade 5 & 6
 - Introduce textbooks into grades 5 & 6 composition

- **History and Geography:**
 - **Strong Foundation**
 - Strong utilization of cross-curricular academic integration
 - There is a strive for balance in applied skills
 - Full focus on Geography in 5th Grade
 - Complete “tie-ins” with other advanced concepts, such as archaeology and anthropology
 - Incorporates the elements of grade-appropriate composition to strengthen research and essay-writing
 - K-4 current events
 - K-4 concentration on citizenship, government, civics
 - General knowledge
 - Outbound spiral learning from self to global citizenship
 - Current event-based assemblies
 - NJ History and US Geography in 4th grade
 - **Currently Improving By**
 - Developing cultural awareness in PK3 – PK4
 - New NJ History workbooks in 4th grade



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- New textbooks in 5th Geography
- Back-to-school trips were historically based
- Integration with technology in class projects
- New textbooks in 8th History
 - 11-volume set
 - Series of series books
- **Future Improvement Plans**
 - Implementation of local cultural studies (Nanticoke Lenni-Lenape)
 - New textbooks for grades 6 – 7 History
 - Bringing History alive in field trips
 - Better connected to History through Assemblies, etc.
 - Further incorporate class trips into the History curriculum to bring History alive
 - Incorporate more hands-on activity to enhance the learning experience
- **Foreign Languages:**
 - **Strong Foundation**
 - A Latin program fully integrated with Composition, Language Arts, Art and Technology Literacy
 - Full cultural awareness in associated languages with class projects and outside work to promote harmony and understanding of cultures in local communities.
 - Half year programs that expose students to all languages, creating a passion and familiarity.
 - **Currently Improving By**
 - Expanded Spanish and French to PK3
 - Upgraded textbooks in 7th and 8th grades to the equivalent of public high school texts.
 - Further incorporated manipulatives and teaching tools in grades PK3 – 4th to teach to the children on their level.
 - **Future Improvement Plans**
 - Further incorporate the local Latin-American culture into Spanish curriculum in an effort to increase social awareness of the culture.
 - Primary focus on Spanish in grades 5-8 to promote awareness of relevant local social cultures.
- **Math**
 - **Strong Foundation**
 - Forerunner in the area of introducing Algebra 1 in 8th grade



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- Algebraic algorithms, fundamental geometry, statistics and data collection
- When warranted, classes are split based on ability in order to better prepare children and instruct on individual levels.
- Spiral curriculum which progresses from concrete to abstract
- 5th and 6th grades have Problem Solving, a hands-on approach that focuses on spatial relationships, thought process and logic translation.
- **Currently Improving By**
 - Took an entire year to analyze preschool and lower school mathematics program
 - Opportunity for enrichment for qualified 4th grade students (moved to Upper School weekly)
 - Implemented Everyday Math in grades K-2
 - New textbooks in 7th and 8th grades that relate to real-world situations
 - New PK4 workbooks
- **Future Improvement Plans**
 - Expand to 5-day week class structure in Upper School
 - Expand Everyday Math to grades PK4, 3 & 4
 - Ensure lower school program seamlessly integrates in to upper school program.
 - New textbooks in 5th and 6th grades to help the seamless integration between 4th and 7th grades, making sure that students are well-prepared to continue on to Geometry or Algebra 2 in high school.
 - Greater focus on scientific mathematics.
 - Stronger integration with Science curriculum
- **Technology**
 - **Strong Foundation**
 - Complete study in real-world software, including:
 - Microsoft Word
 - Microsoft Excel
 - Microsoft Publisher
 - Microsoft PowerPoint
 - Typing skills and practice
 - Research skills
 - Computer history and technology theories
 - Internet savvy and netiquette



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- HTML programming and web design
- Print design and Photoshop basics
- Two full computer labs on campus
- A computer in every classroom
- **Currently Improving By**
 - Integrating curriculum with other disciplines
 - Upgrading hardware throughout the school for a better learning environment
 - Translating curriculum into project-based study to enhance sense of accomplishment and real-world application of skills
 - Upgrading network for complete network access in all school locations
- **Future Improvement Plans**
 - Continuation of hardware and network upgrades
 - Regularly revisiting and revising the curriculum to meet the ever-changing world of technology
 - Creating a music mini-lab
 - Stronger integration with other disciplines / curriculum
- **Science**
 - **Strong Foundation**
 - Cohesive school-wide science program
 - 3-tiered curriculum designed to look backwards from high school preparation, ensuring comprehensive preparatory study starting at the 3-year old level
 - New curriculum model focused on excellent academic preparation for high school
 - Biannual participation in the science fair
 - **Currently Improving By**
 - New texts in grades 3-8 (series books by topic in 3-8)
 - Increase in Science-related field trips to parallel areas of study
 - An increase in hands-on approach
 - K – 4 weekly science labs
 - PK3 & PK4 monthly lab visits
 - Practical applications of theory
 - Mr. Albert Einstein program
 - **Future Improvement Plans**
 - Refurbish and improve science lab models and materials
 - Stronger integration with mathematics program



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- Ongoing efforts to upgrade lab equipment and calendar list of consumables
 - Investigate age-appropriate texts for grades K – 2
-
- **Visual Arts**
 - **Strong Foundation**
 - Seamless school wide Art program
 - Wide variety of experiences, including:
 - Water color
 - Clay
 - Pen/pencil
 - Acrylics
 - 2D & 3D projects
 - Promotes awareness of Art in anthropologic studies
 - Artistic theories
 - Color theory
 - Perspective theory
 - Design theory
 - Weekly studies in the school art studio
 - Full kiln for ceramic projects
 - Unparalleled thriving, complete art and art theory program
 - Art enrichment programs
 - **Currently Improving By**
 - Improved focus on cross-curricular education
 - “Artist Of The Month” program in K-8
 - Utilizing ideas from teacher enrichment programs
 - Mask projects
 - Teacher currently involved and active in the art community
 - Shows through Gallery 50
 - Involvement in Millville Arts District
 - Complete upgrade of school audio system
 - Wireless microphones
 - New speakers and PA system/mixer
 - **Future Improvement Plans**
 - Visits from working artists
 - Visits to local museums and arts communities
 - Efforts to parallel the professional art world with our students’ work



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- **Musical Arts**

- **Strong Foundation**

- PreK 3 & PreK 4, Kindergarten, and 1st Grade “Music, Movement & Fun” Program
- Grades 2 – 4 Introduction To Music Program
 - Music Theory
 - Music History
 - Musical Genres
- Grades 5 – 8 Intermediate Music Program
 - Intermediate Music Theory
 - Intermediate Music History & Appreciation
 - Intermediate Musical Genres
 - Introduction to Music Composition
- Complete Chorus and Choir Programs available
- 54% of student participation in Private Musical Studies Program
 - Strings
 - Woodwinds and Brass
 - Drums and Percussion
 - Piano
 - Practical guitar
 - Voice

- **Currently Improving By**

- Newly-hired professional musicians for Private Musical Studies
- Implementation of professional-level music software
 - Music Ace
 - Finale
 - Sibelius
- Upgraded curriculum by implementing high school level aural theory

- **Future Improvement Plans**

- Finalization of music technology lab
- Deeper implementation of Theatre Arts into the Music curriculum
- Participation in instrumental proficiencies to achieve competition and All-State performance levels
- Increase participation in live Cultural Arts Program



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Social & Moral

School Mission:

The Woodland community places respect and honesty as its highest values and believes that a community of trust must be maintained through the efforts of students, faculty, administrators and parents.

- **Preschool School Program**

- **Strong Foundation**

- Focus on respect, honesty and manners, sharing and politeness
 - Small classes enable full integration of moral concepts into the curriculum
 - Constant reinforcement to instill and foster social and moral behavior
 - Reinforcement of empathy and understanding
- “You Can’t Say, You Can’t Play” philosophy
 - Rewards for appropriate behavior
 - Logical consequences for infractions
 - Complete inclusion of all classmates for all areas, even those events that transcend the classroom setting

- **Currently Improving By**

- Morning Meeting concept and use
- Integration of social and moral concepts with library resources
- Full integration of concepts into library curriculum
- Direct addressing of personal issues or concerns from home with parents and families to strengthen student growth
- Getting to know the whole family as well as the student

- **Future Improvement Plans**

- Continued growth in awareness of student and family dynamics
- Emphasis of the “open door” policy and friendly, warm reception to families
- Faculty and Aide reinforcement
 - Reinforce impact and influence we have on young lives
 - Continuing focus on whole child education and nurturing
- “Pass It On” Program



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- **Lower School Program**

- **Strong Foundation**

- Focus on honesty, respect, tolerance and kindness
 - Model & reinforce to instill & foster social & moral standards
 - Use day to day experiences as “teachable moments”
 - Journal writing, discussion and acting out concepts applicable to current issues in the classroom
 - Allowing for self-reflection & self correction of behavior
- “You Can’t Say, You Can’t Play” philosophy
 - Consequences for infractions
 - Verbal rewards for appropriate behavior
 - Focus on “Golden Rule”

- **Currently Improving By**

- Morning Meeting
 - Using every day events to reinforce...
 - Providing an opportunity for students to share concerns
 - Brainstorming for solutions
- Utilization of Literature
 - Fables – teaching moral lessons
 - Friendship theme – awareness of peer groups & diversity of age, race and culture
- Community Service
 - Classroom/lunchroom/building responsibilities
 - Outside community involvement
 - Adopting senior citizens
 - Collecting clothing (the mitten tree)
 - Habitat for Humanity
 - Pen pals with servicemen & honoring veterans
 - Little Brothers / Little Sisters
 - Working With Upper School For Schoolwide Projects
 - Toys for Tots
 - Disaster relief efforts
 - Sarah’s Walk



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- **Future Improvement Plans**

- Continue to make morning circle “fit” with student experiences
- Use current events to reinforce “good behavior” in our world (thinking beyond ourselves)
- Caught Caring and “Pass It On” programs
- Build character and bring theory into practice through role playing



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- **Upper School Program**

- **Strong Foundation**

- **Honor Code**

- **Respect for self and others**

- Full classmate inclusion

- Continuation of fundamental ideas behind “You Can’t Say, You Can’t Play”

- Focus on Integrity and Honesty

- Reinforcement of self-control and self-discipline

- Racial, social, religious, and cultural tolerance

- **Caught Caring Program**

- **Respect for property**

- Understanding of communal and private properties

- Appropriate behavior and usage

- **Community Service / Outreach**

- **Students have school duties and jobs**

- **Personal responsibility for the greater good**

- **Community Service, including but not limited to:**

- Book Drives

- Toy Drives

- Nursing home visits

- Zoo cleanup volunteering

- **Big Brothers / Big Sisters**

- **Rewards System**

- **Merit system for display of high citizenship etc.**

- **NJHS - Honor Society (Gwenda M. Fennessy Chapter)**

- Promotes scholarship, leadership, service

- Available to those who show strong academic and social / moral achievements and have completed community service projects

- **Integrated Advisors Program**

- **Weekly structured sessions**

- **Oversees students’ personal and academic progress**

- **Focus on citizenship, caring, tolerance, academics**

- **Addresses student social and curricular issues and needs**

- **High School Transition Services**

- Regular visits from private, public and independent high schools

- 7th and 8th grade students and parents invited to candid interviews with school representatives



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- Teachers offer personal support to help prepare students for the high schools of their choice

- **Currently Improving By**
 - Disaster awareness and fundraising (Katrina relief, etc.)
 - Community service programs
 - Continuation of Morning Meeting
 - Keeping advisor program abreast of timely topics

- **Future Improvement Plans**
 - Further incorporation of Morning Meeting in the confines of upper school scheduling
 - “Pass It On” Program
 - Improve awareness of the Honor Code through ongoing upholding of the policy and workshops for student reinforcement



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Physical

School Mission:

An ongoing effort to aid the maximum development of the students' mental, emotional and social competencies by building fitness both physically and by means of good sportsmanship.

- **Strong Foundation**

- Well-designed programs to increase physical activity
- Focus on discipline to maintain consistency in class organization and prepare the student both mentally and physically
- Stress on increasing motor skills and function
- Improve safety awareness through conceptual treatment of the environment
- Strong focus on sportsmanship and physical respect and appreciation
- Complete health program beginning in grade K and continuing through 8th grade.
- Sports opened to all students, grades 5-8
- If not enough students sign up, it becomes a clinic, enhanced by one-on-one instruction
- Director of Athletics sets up competitions and seasons for each sport throughout the school year
- Interscholastic games are refereed by paid, qualified professionals
- Program includes practices and instruction by qualified coaches to enhance skills and performance at age-appropriate levels
- Variety of intramural and interscholastic after school sports
 - Soccer
 - Field hockey
 - Basketball
 - Lacrosse
 - Fall and Winter Track
 - Spring Track
 - Golf
 - Softball



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- **Currently Improving By**

- Incorporating new ideas for skill enhancement and motor development
- New drills and exercises to bring more excitement to the routine of physical wellness
- Increased consistency with methodology and curriculum
- New utilization of fun activities and games to create the desire to be active
- Opened intramural and interscholastic sports to 4th grade students
- Competition is closely monitored by pairing age and skill compatible students to those of other schools, resulting Varsity and Junior Varsity squads for more populated sports teams

- **Future Improvement Plans**

- Incorporation with Advisors' program to tie physical health with social issues
- Integration of motor skills with cognitive skills by combining new games with proper equipment in a fun and exciting manner for all students
- Facility enhancement to help promote team spirit
 - New outdoor basketball courts
 - New sporting equipment
 - Outdoor field maintenance
 - New uniforms
 - New support materials
- Participation in the Presidential Physical Fitness program
- Investigate potential of providing transportation to and from sporting events at remote locations
- Enlarge pool of referees and coaches for the different sporting disciplines



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Section II: Assessment Of Standards



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Overview of Standards and Data Collection

Upon review of the Middle States questionnaire, The Woodland Middle State Committee wanted a clear understanding of our scores and their relation to everyday practices. Such information would allow us to see actual levels of need as well as areas in which we excel.

In order to get the most concise overview of our status, percentage scores were used. As we feel the most useful information is the information from the entire Woodland body, all questionnaires were combined for a tally score for each standard and its associated subsections. Those tallies were broken down into a total possible score and an actual score, which provided us with a percentage grade for each part.

The percentage scores were then evaluated to determine areas we felt required the most attention. Additionally, the scores were accumulated from each standard section to provide us with an overall percentage grade for each standard as well as an overall percentage grade for the entire evaluation. This allowed us to see the bigger picture as we determined areas for improvement.

Using this information in tandem with our personal self-review offered insight and depth to our future needs and prioritization. It enabled us to accurately diagnose areas not only that we personally wanted to change, but those we could only see with the help of everyone in the Woodland community.

Following are our percentage scores for the twelve standards. They show accurate representation of how Woodland fared in each area, providing us with the information we needed to generate our prioritization and 5-year plan.



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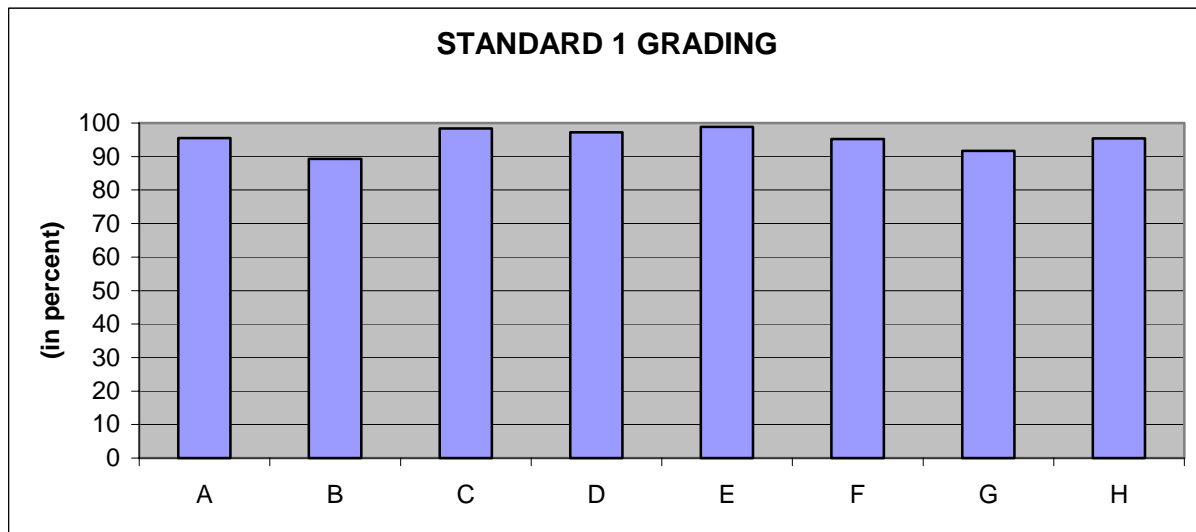
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Standard 1

Philosophy/Mission/Beliefs/Objectives

The Standard: The institution has clearly written statements of philosophy, mission, beliefs, and/or objectives that convey the general and specific purposes of the educational programs and that express expectations for quality. Stakeholders, including staff, parents, and governing body members, understand, accept, and give input into the development of the organization's philosophy, mission, beliefs, and/or objectives. These documents are appropriate for the groups served and are reviewed periodically.

Percentages	
A	96
B	89
C	98
D	97
E	99
F	95
G	92
H	95





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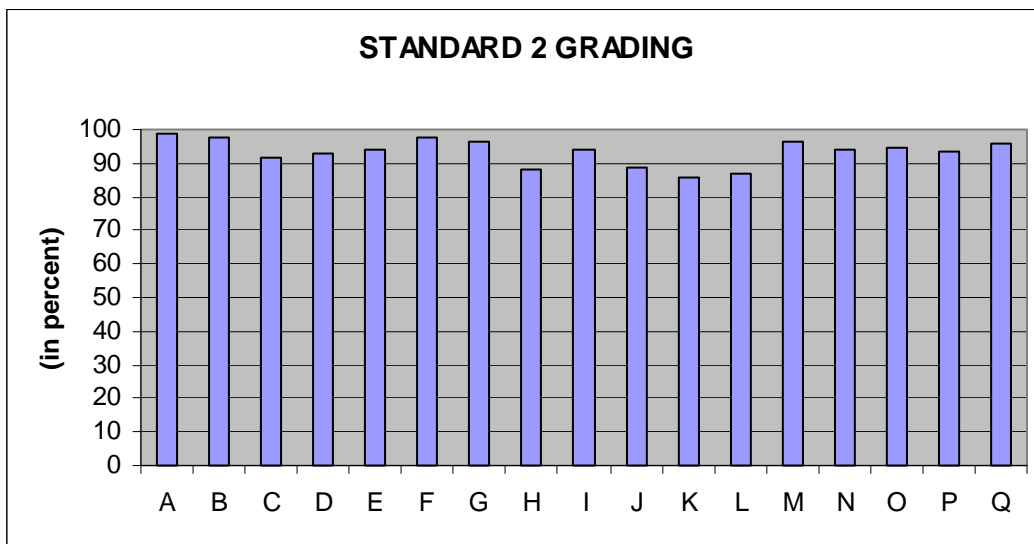
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Standard 2

Governance and Leadership

The Standard: The governance and administration work in partnership to ensure the integrity, effectiveness, and reputation of the organization through the establishment of policy and oversight of leadership. There is an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. The administration of the organization provides a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day operations and the long-term future of the institution. The school is chartered, licensed, or authorized by a state, nation, or authority, which operates in the public interest.

Percentages			
A	99	J	88
B	97	K	86
C	92	L	87
D	93	M	96
E	94	N	94
F	98	O	95
G	97	P	94
H	88	Q	96
I	94		





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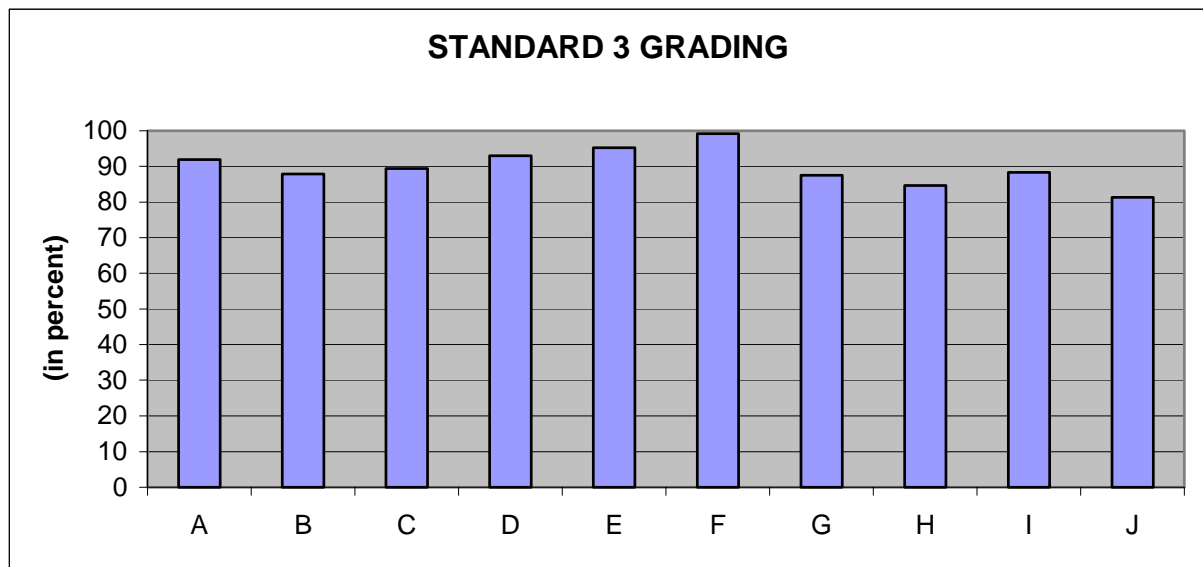
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Standard 3

Organizational Design and Staff

The Standard: *The organizational structure of the institution provides the vehicle for carrying out the established philosophy, mission, beliefs, and/or objectives of the educational program and support services. A clearly defined set of reporting relationships exists, and administrative, instructional, and support staff are qualified, competent and sufficient in number to allow the effective delivery of quality education to students. Staff assessment procedures are in place, are clear to all involved, and are collaborative. On-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are evident and conducive to cooperative action.*

Percentages			
A	92	F	99
B	88	G	88
C	89	H	85
D	93	I	88
E	95	J	81





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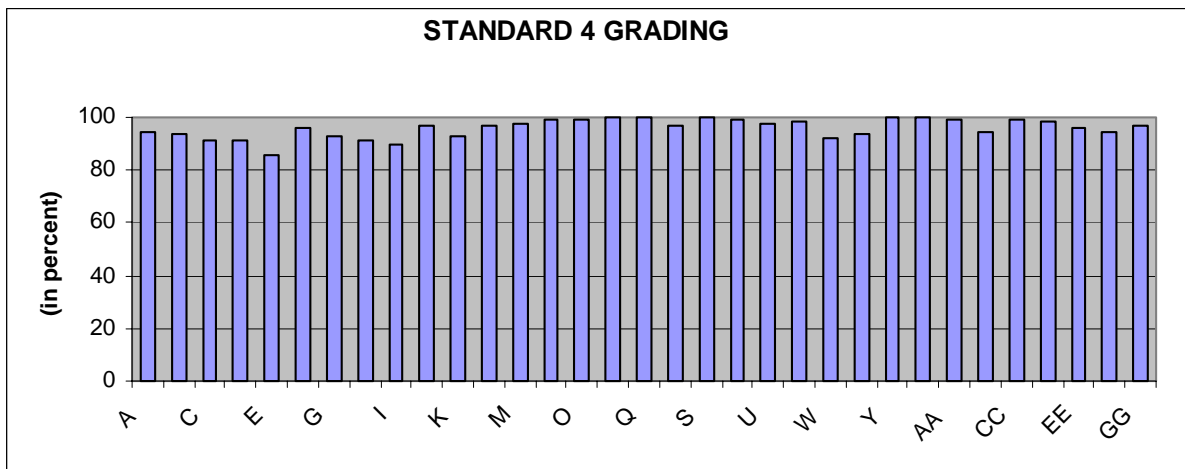
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Standard 4 Educational Programs

The Standard: *The educational programs consist of both carefully planned and well executed curriculum programs that include appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are sufficiently financed, periodically reviewed, and mission-appropriate. They are developed to meet and address the needs of students and are designed to produce student learning at all levels. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well-maintained.*

Percentages			
A	95	L	97
B	93	M	98
C	91	N	99
D	91	O	99
E	86	P	100
F	96	Q	100
G	93	R	97
H	91	S	100
I	90	T	99
J	97	U	97
K	93	V	99
		W	92
		X	94
		Y	100
		Z	100
		AA	99
		BB	94
		CC	99
		DD	98
		EE	96
		FF	95
		GG	97





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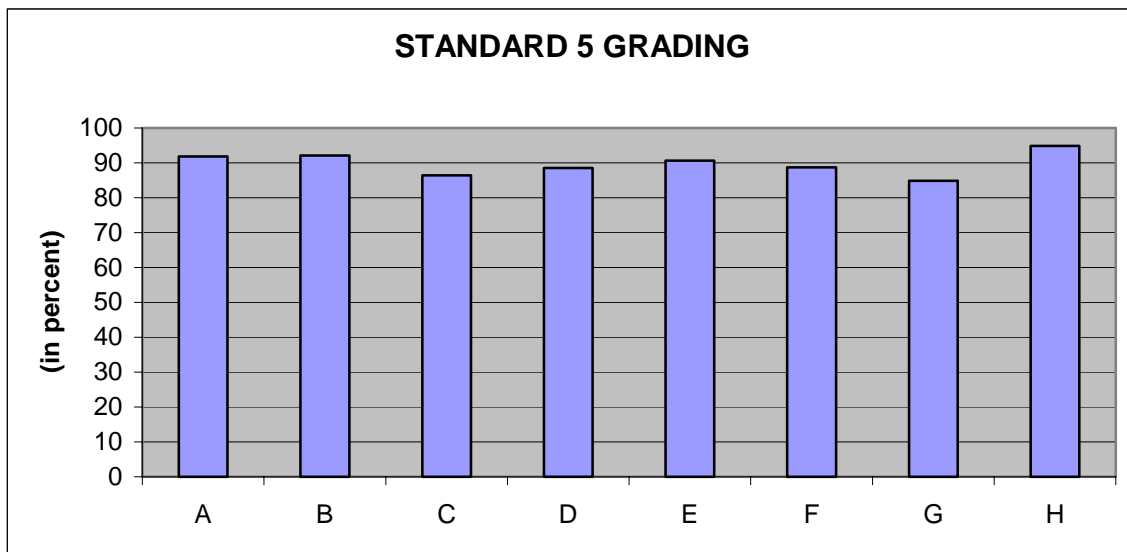
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Standard 5

Learning Media Services and Technology

The Standard: Learning media services and technology function as important tools to enhance classroom instruction and other school activities as grade level appropriate. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

Percentages			
A	92	E	91
B	92	F	89
C	86	G	85
D	89	H	95





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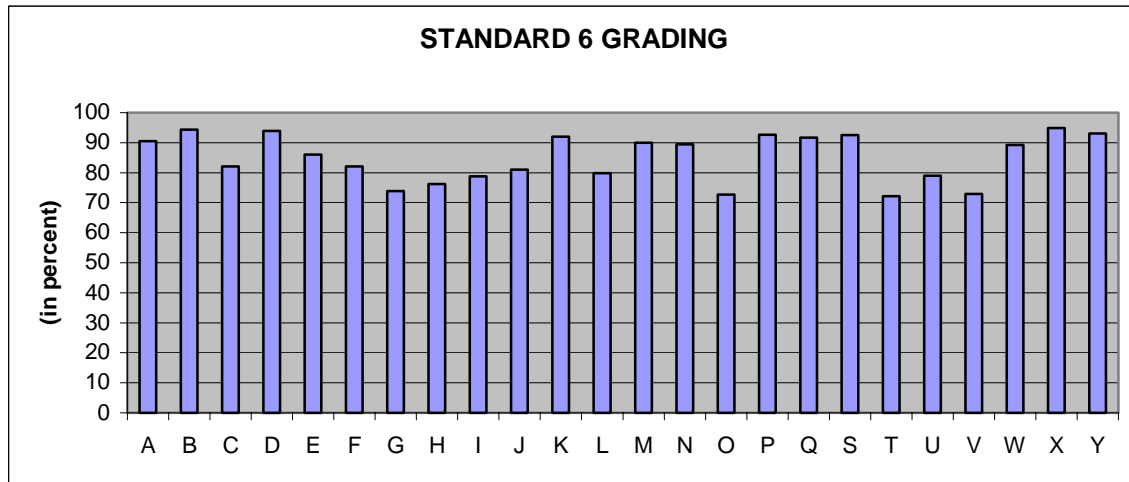
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Standard 6 Student Services

The Standard: *The school provides services to students that optimize their preparation for learning. Chief among these services are health services and, at appropriate levels, guidance including academic and personal counseling. Preventive and emergency health care services are provided, and health and safety policies are clear and well-understood. Other services that may be provided include transportation, food service, services for special needs students, and admissions and placement.*

Percentages			
A	91	M	90
B	94	N	89
C	82	O	73
D	94	P	93
E	86	Q	92
F	82	S	93
G	74	T	72
H	76	U	79
I	79	V	73
J	81	W	89
K	92	X	95
L	80	Y	93





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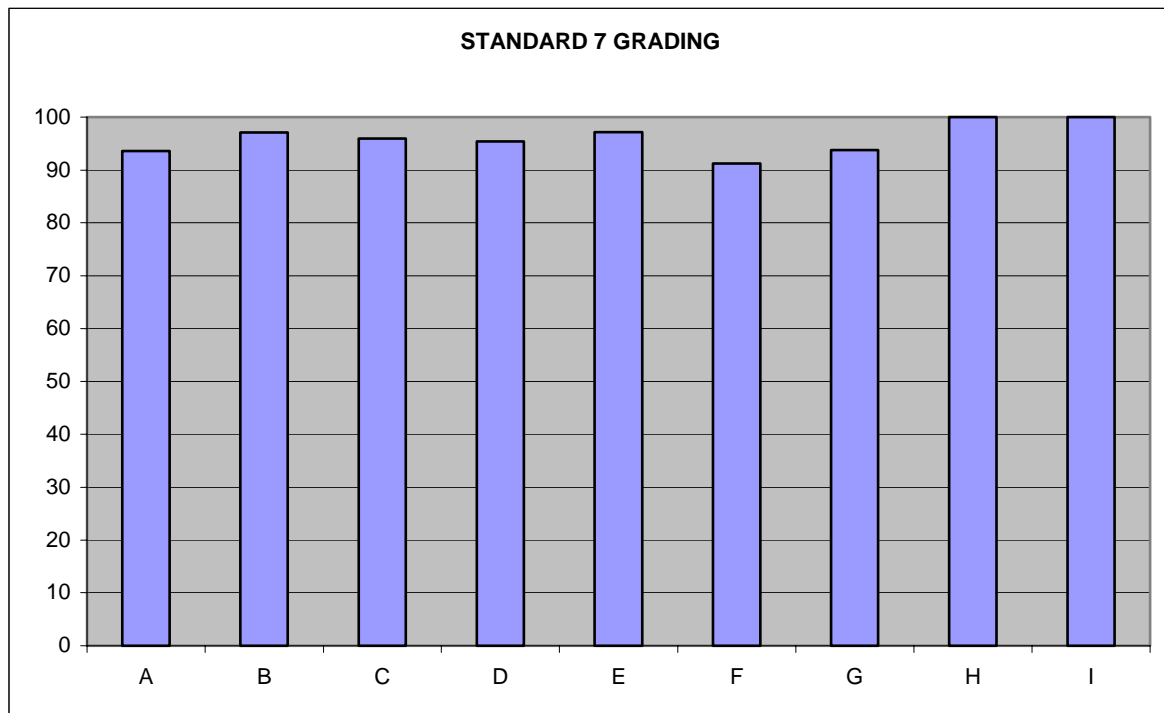
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Standard 7 Student Life and Student Activities

The Standard: A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

Percentages			
A	94	F	91
B	97	G	94
C	96	H	100
D	95	I	100
E	97		





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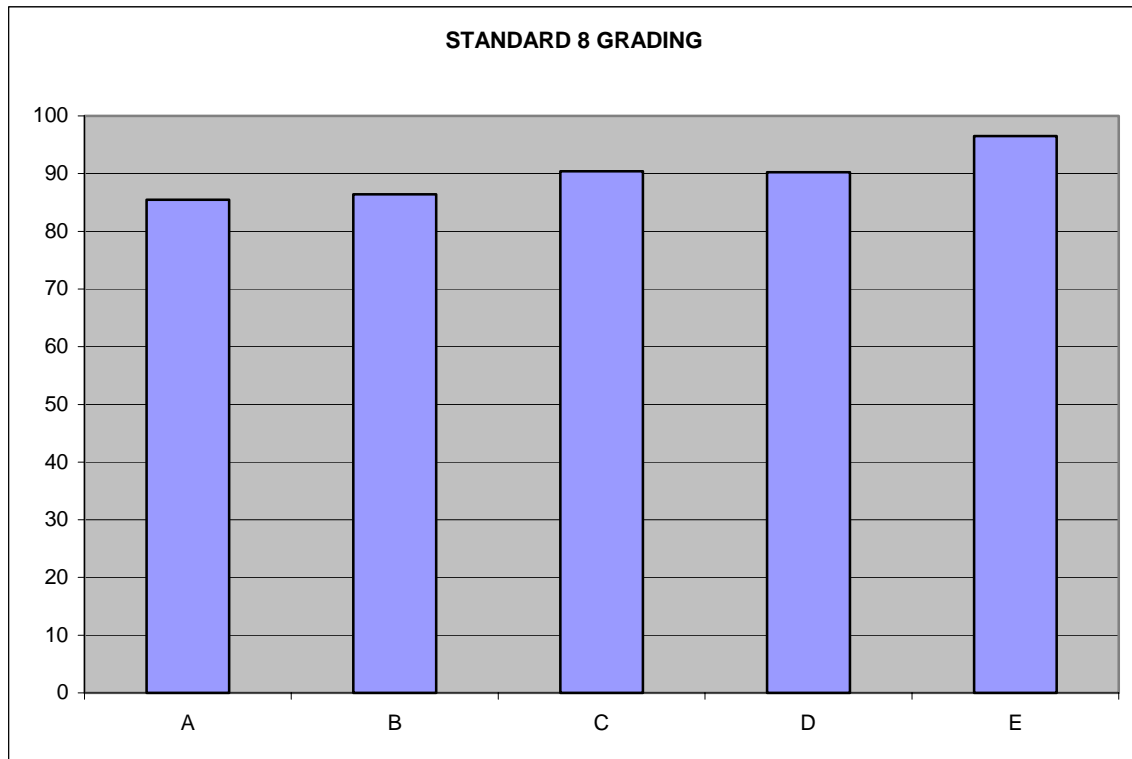
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Standard 8

Facilities

The Standard: The school facilities, consisting of the site, building(s), and equipment, provide a safe, well-maintained, physical environment that supports optimal student development and achievement. The school facilities are appropriate to implement the stated philosophy, mission, beliefs, and/or objectives of the school.

Percentages	
A	85
B	86
C	90
D	90
E	97





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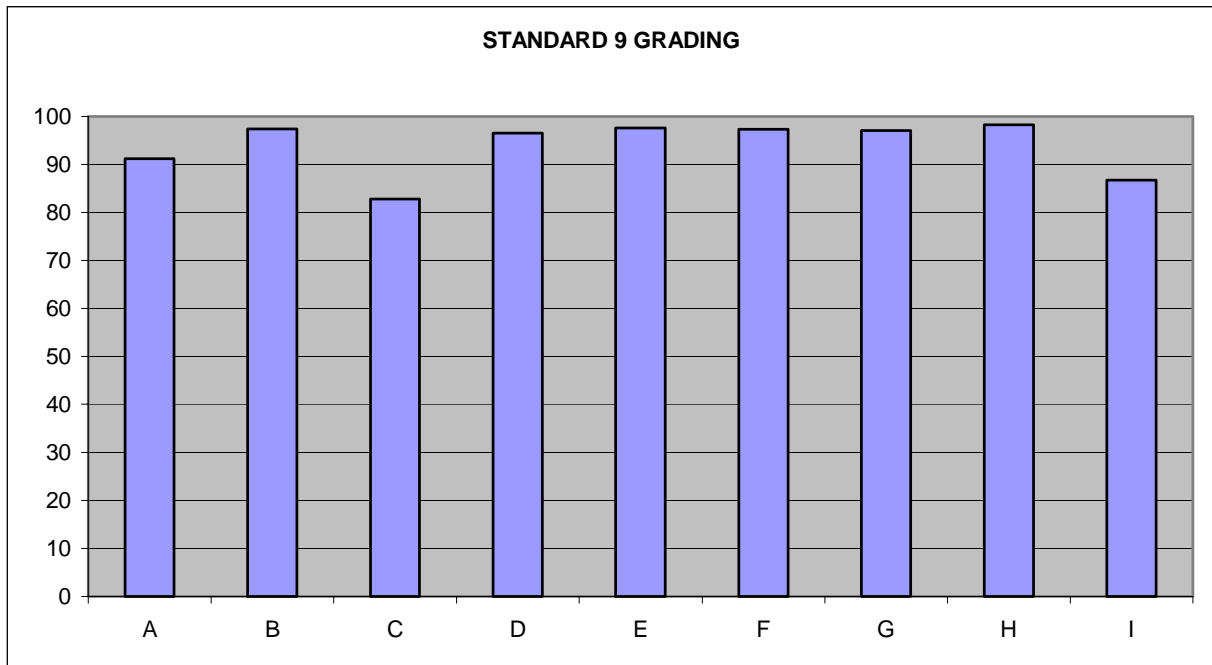
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Standard 9 Health and Safety

The Standard: A safe and healthy environment for teaching and learning is provided. Both preventive and emergency health and safety procedures are clear and well-documented. The school environment is productive and orderly.

Percentages	
A	91
B	97
C	83
D	97
E	98
F	97
G	97
H	98
I	87





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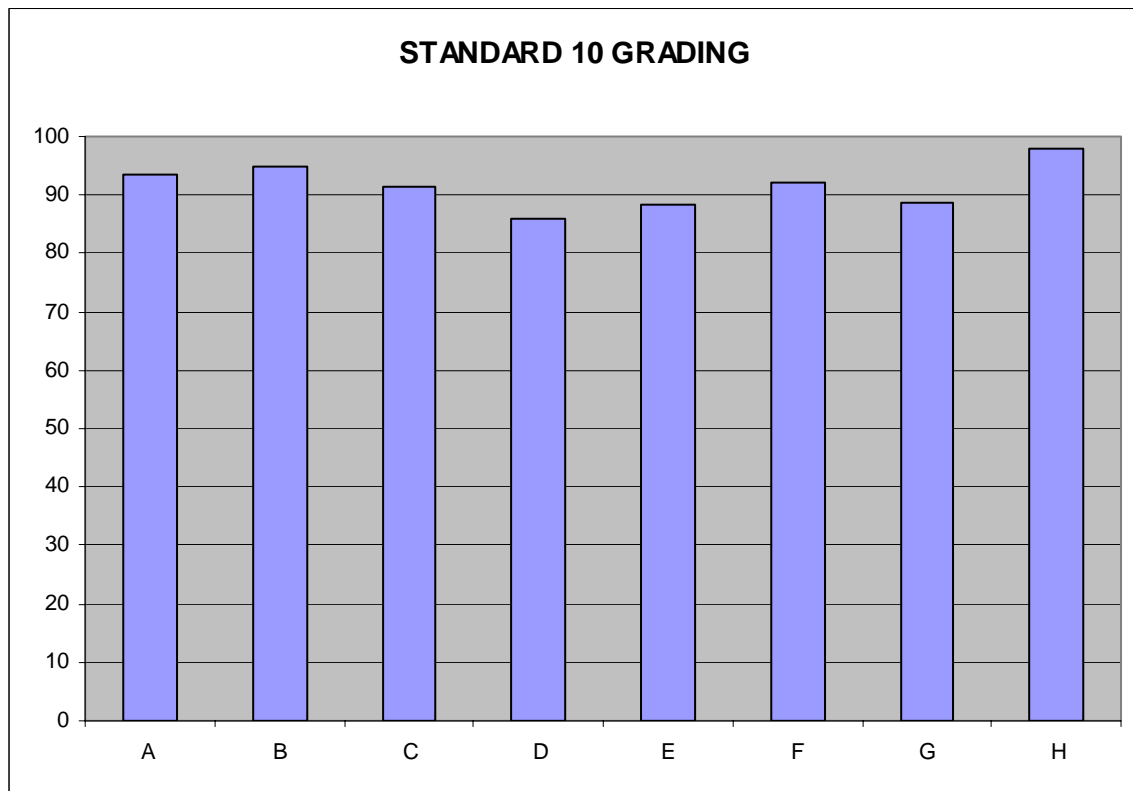
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Standard 10 Finances

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy, mission, beliefs, and/or objectives. The business practices of the institution promote confidence in the organization's ability to manage fiscal and material resources in a responsible manner and to follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes are dedicated to school operations.

Percentages	
A	93
B	95
C	91
D	86
E	88
F	92
G	89
H	98





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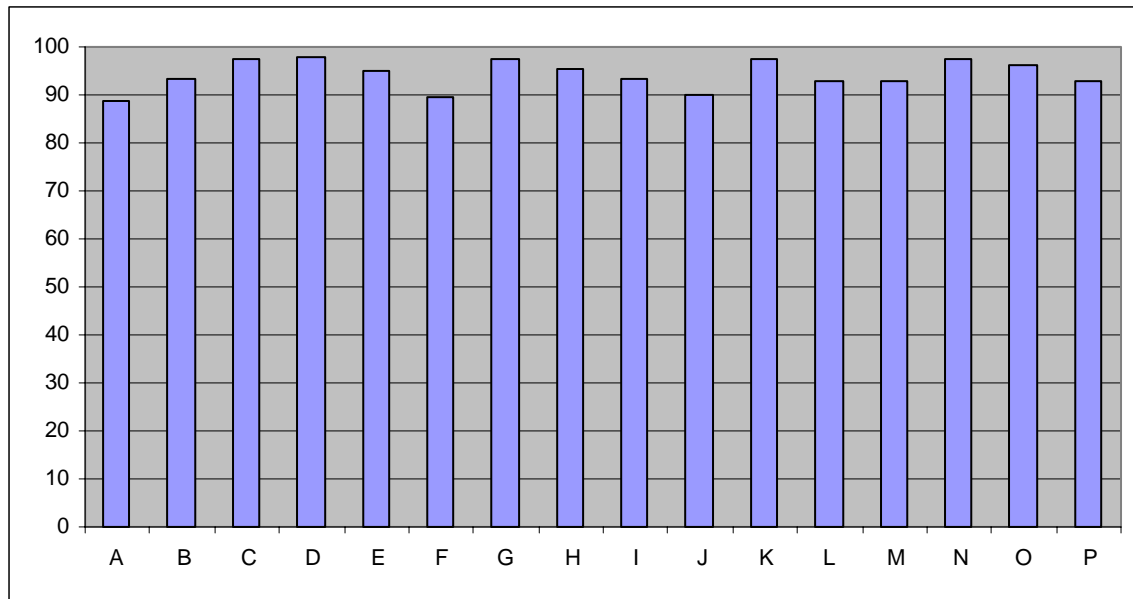
Standard 11

Assessment of Student Learning

***The Standard:** The assessment of student learning outcomes enables students to monitor their own learning progress and allows teachers to adapt their instruction to the specific learning needs of students. The school's effectiveness is assessed by examining areas such as student learning and performance, program evaluation, performance results for support services, graduate success, and client satisfaction. Results are used to develop strategies for improving service and program quality. Assessment results are communicated appropriately to parents/guardians, students, staff, and school community.*

Percentages			
A	89	I	93
B	93	J	90
C	97	K	97
D	98	L	93
E	95	M	93
F	90	N	98
G	97	O	96
H	95	P	93

Standard 11 Grading





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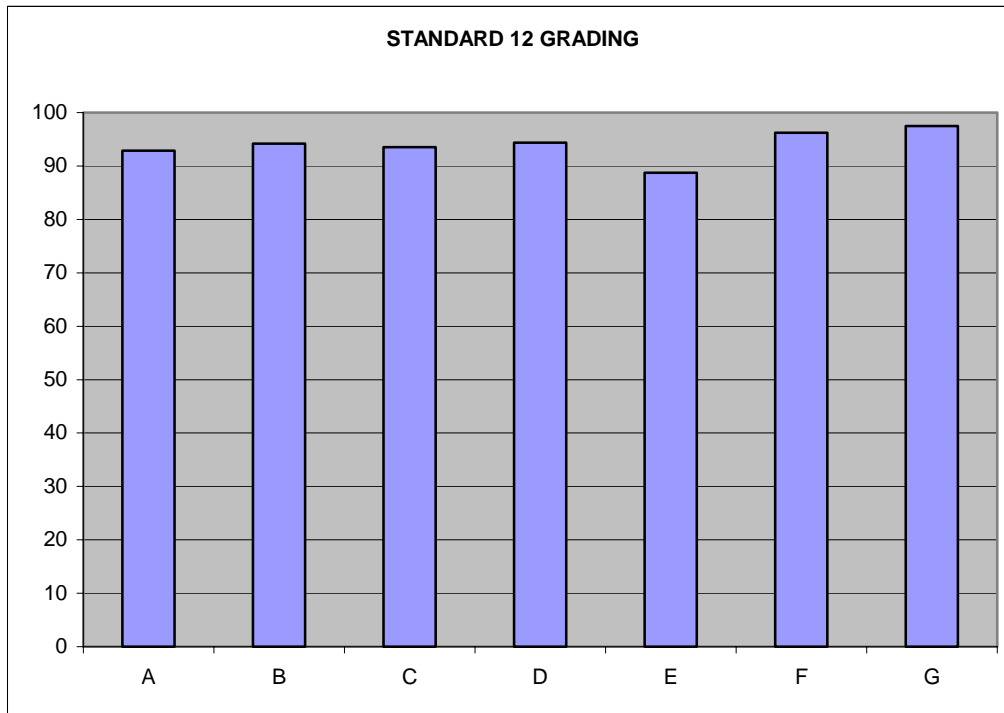
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Standard 12 Planning

The Standard: *The school makes use of strategic, long-range, and operational planning to continuously improve its educational programs and services. Improvement plans focus on student performance and organizational growth and engender continuous improvement across all aspects of the school organization. Externally validated processes for evaluation, strategic planning, and school/district improvement are continuously maintained. Systematic analysis regarding student performance and organizational growth is coupled with analyses of instructional and organizational practices to ensure alignment with the school's philosophy, mission, beliefs, and/or objectives. Trends in outcomes and results are projected and goals of demonstrated strategic merit are identified.*

Percentages	
A	93
B	94
C	94
D	94
E	89
F	96
G	98





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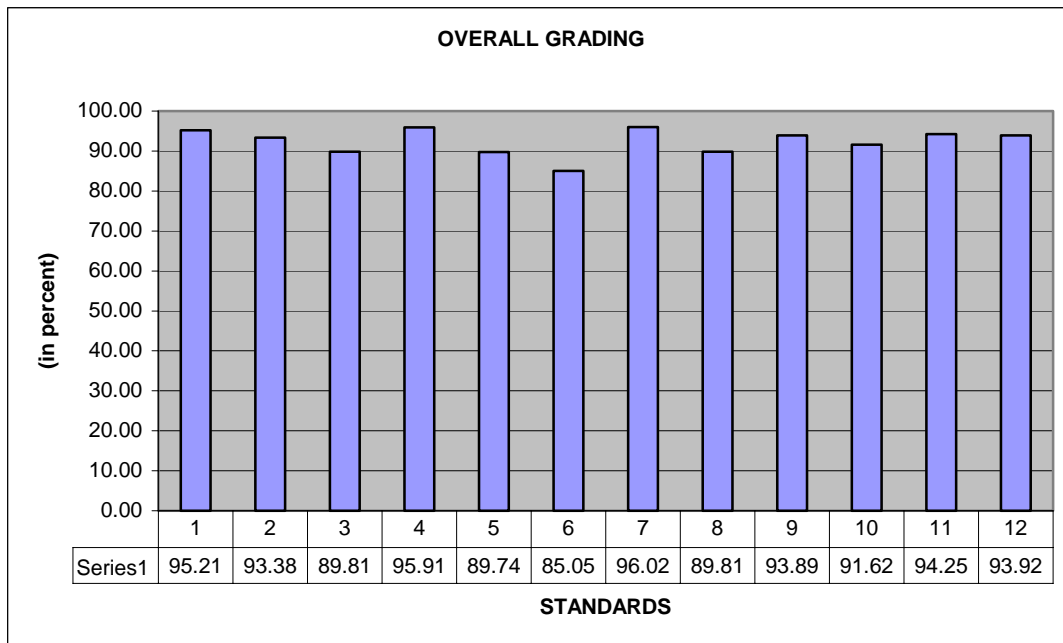
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Standard Assessment Overall Scores

STANDARD	GRADE (in %)
STANDARD 1	95.21
STANDARD 2	93.38
STANDARD 3	89.81
STANDARD 4	95.91
STANDARD 5	89.74
STANDARD 6	85.05
STANDARD 7	96.02
STANDARD 8	89.81
STANDARD 9	93.89
STANDARD 10	91.62
STANDARD 11	94.25
STANDARD 12	93.92



Total School Assessment Average:

92.38



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Woodland And the 12 Standards

Standard 1: Philosophy/Mission/Beliefs/Objectives

The Woodland Philosophy is available to the Woodland Community through easily accessible avenues. Our school directory, which is the most frequently referenced document in the school community, clearly highlights our “philosophy”, “mission statement”, and “school prayer”. The philosophy and mission statement are printed in the first pages of the Student-Parent Handbook, which is formally acknowledged by each family early in the school year. The mission statement and school prayer are both posted prominently in many rooms of our three buildings. Additionally, all three appear in the materials of our Admissions program.

Our mission statement and beliefs system are regularly reviewed and revised by our stakeholders from the Board of Trustees and the school community. This process was last completed in February 2004.

The school prayer is recited almost daily in all classrooms and at school assemblies. Its messages are complemented by the honor code and the disciplinary system used at each school level.

Parents have traditionally played a major role in supporting the activities in and out of the classrooms at Woodland. It is imperative that they are educated in these statements from the outset, and that their voice is heard during periodic review.

The Board of Trustees ensures that these statements are periodically reviewed by the Head of School and the appropriate appointed committees. Reviews and revisions to the Long Range Plan, which begins with attention to these statements, were made in 1996, 1998, 2000, and 2004.



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Standard 2: Governance and Leadership

The entire board or one of its committees meets on a regular basis, averaging semi-monthly. The Headmaster attends all of these meetings. The Director of Development is also a board member. The Headmaster meets with his administrative staff once a week. Full faculty meetings are held monthly. The school board's current Long-Range Plan is for the period 2004 to 2009.

Board Visiting Day is held in the fall or winter. Board members have an opportunity to address the entire student body in the morning and to attend classes for the balance of the day. They eat with the faculty and converse with them about many of the operations of the school. Many of the members of the board are past or current parents, and they discuss school affairs with both keen interest and extraordinary insight into the daily scene. Administrative personnel share the same enthusiasm and background due to the number of past and current parents in that body as well.

The administration communicates on a daily and weekly basis with faculty and the extended school community. A morning bulletin goes out to faculty and students take home in their weekly folder an open letter to families from the Head. Teachers and parents frequently visit the administrative offices in Ivy Manor with business and social concerns.

Standard 3: Organizational Design and Staff

The primary method of organizing the school is by division. The three division heads have responsibility for oversight within their buildings. They report to the Head of school weekly as a group, but usually do so daily on an individual basis. The division head format is to be reviewed and modified for the 2006-2007 school year in order to bring divisions together and promote unification in the educational process.

Communication among the faculty and with students is facilitated by the use homeroom teachers. They act as a liaison between the school and students and their families. Many of the faculty also act as class advisors. Advisors also are key to the flow of information on campus and with the families off campus. Student-teacher ratios are no more than nine to one, helping to make this system work. They are not expected to rise beyond this level.



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Standard 4: Educational Programs

The entire school wide curriculum has been published and is available from the Head of School. It undergoes continual review for achieving greater vertical and horizontal integration. Incoming teachers have a good sense of the objectives, skills, activities, and materials expected in each course. The improvement of the school computer network, and teacher access to its enhanced capabilities, suggests that greater information sharing is possible from teacher to teacher; often, the curriculum work of departed teachers remains in the network.

Teachers use the school's \$100 allowance to purchase supplemental items for their own classrooms. They may make special biannual requests for funding provided by the Parents' Association to augment education.

Standard 5: Learning Media Services and Technology

Grade-specific instruction supports the effective use of a 10,000-volume library. Two computer labs are integrated into the curriculum. Specific courses are taught to ensure computer literacy appropriate to all grade levels. Teachers in the Upper School are encouraged to freely use technology in their curriculum as they see fit. Much software is provided for them, and they build off of the skills taught in the computer classes.

Learning services are provided to faculty when network changes have been made. This helps keep the literacy level constant as technology forges ahead.

Standard 6: Student Services

A broad range of student services meet essential needs and are provided by personnel in the areas of nursing care, psychological and personal counseling, speech services, emergency aid and dining services. Health classes are integrated as part of the Physical Education program, and has grade-appropriate applications for all levels.

The advisor program is an opportunity to address several areas falling into student services. Study skills are incorporated into regular classes but are also addressed in the program. It has provided the time in the day for students to learn more about their options beyond Woodland. Graduates of the school have returned to discuss the many different types of post-middle educational experiences that they have had, and how well Woodland prepared them in these cases. Throughout the curriculum, students get exposure to future careers, sometimes by field trips to workplaces and sometimes by visitors such as writers and artists. Community Service is performed by homeroom classes, but may be expanded



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by utilizing the adviser period. Advisor class also promotes areas of self-improvement, such as kindness, tolerance, friendship and understanding in addition to academic areas such as study skills, high school and college preparation, parent/teacher and student/teacher communications and grade reviews and support.

The discrepancies in the grades Woodland received in this area can mostly be attributed to the presence of a school nurse. Woodland Country Day School, due to the smaller student body, employs the presence of a school nurse one day a week only. The school is completely within the state guidelines in this area, but looks forward to being able to employ a full-time nurse in the future.

Woodland brings to the attention of parents those students whom it thinks would benefit from testing for learning differences. It may make referrals to testing professionals on occasion. Results of testing are discussed by the division faculty, and the special needs or accommodations that Woodland can afford the student are understood by each teacher.

Standard 7: Student Life and Student Activities

An active Student Union provides training in formal leadership skills by promoting and facilitating various activities. Numerous opportunities exist for all students to participate in these and other activities. The Parents' Association, Athletic Department and Community Service all give shape to the life of students outside the classroom through the breadth of their work.

Standard 8: Facilities

The repair and maintenance of facilities is being improved by a regular plan for deferred maintenance and the growth of dedicated endowment funds. Woodland's rural setting produces unusual challenges in terms of wildlife and utilities that are seldom encountered by the suburban or urban schools. Recent upgrades to septic systems, the alarm system and ongoing efforts in pest control address concerns related to health and safety. Programs of routine maintenance help to prevent problems from arising, but quick access to professional expertise ensures a healthy and safe work environment for the community.

Much effort and time has been spent with the Fire Marshal to bring many buildings into conformity with statute and code. The school rehearses fire drills regularly. Safe transportation drop-offs and pick-ups are managed by educating drivers with written directions at the beginning of the year and as needed; adult supervision and road signs are part of the safety practices.



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Woodland benefits from an array of facilities promoting variety and balance. Abundant land and spurts of construction have provided for special-use buildings such as Music, Dining and gym, and science/computer lab annex. A special feature is the separate housing for the three divisions of Pre-, Lower- and Upper schools in close proximity on one campus. Students do not quite experience Woodland as a “self-contained” K-8 elementary school, nor as separate elementary and middle schools at a tangible remove from one another. It is, instead, experienced as something of a hybrid, with unique strengths as a result. Younger and older kids benefit from interacting with each other without being taught at close quarters where their separate needs may conflict. This use of our space and facilities supports our mission by providing a controlled but nurturing environment for individual growth.

Standard 9: Health and Safety

The school has a visiting nurse on campus one day per week, with experienced supporting staff providing assistance the other four. Medical emergencies requiring professional care in the absence of the nurse are met by calling 911 responders.

There is established policy for various levels of alert posted by the nuclear power plant nearby, leading up to and including emergency evacuation. There are also regular fire drills and review of escape routes for rehearsed emergency response. Additionally, Woodland has regular voluntary CPR training courses for faculty and staff.

Standard 10: Finances

Woodland is endowed with sufficient resources to meet budget shortfalls such as have occurred in recent years. Revenue from tuition and the Annual Fund (voluntary gifts) have declined, but these trends are reversible. On the other hand, expenses for salaries and wages have seen significant growth. The lack of debt means that future increases in revenue may produce budget surpluses. New sources of revenue will continue to be sought outside of tuition, which fall under the discretion of the Board of Trustees.



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Standard 11: Assessment of Student Learning

Regular feedback of assessment results, frequently by narrative, is conveyed to students and parents. Reports are sent home eight times per year, and two conferences are scheduled in the same period for parents with their child's advisor. A range of assessment tools is used in each class that address different learning styles and abilities. Division heads monitor these assessments for appropriateness and make suggestions for changes. Students in the Upper School may assess particular assignments or projects themselves as part of the learning objectives for the assignment or project. Kindergarten Metropolitan and grades 1-7 ERB tests are administered and used to help identify specific needs in the classroom instruction. Longitudinal studies of graduates are periodically undertaken to assess the school's effectiveness in preparing young teenagers for success in high school.

Standard 12: Planning

Woodland produces a Master Plan in addition to a Long-Range Plan. Both are holistic documents which chart courses of improvement based upon current conditions and realistic expectations. Student performance is monitored regularly throughout the year in faculty briefings. The school is understaffed, at about twenty-five teachers and administrators, in respect to more systematic and continuous efforts to chart and externally validate the attainment of performance objectives; this would seem to be a full-time job not currently filled by any one individual or committee.



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Section III:

PROJECT DETAILS

Proposal For Continued Improvement



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Project Overview: **Goals to Be Accomplished Within Five Years**

Through exhaustive examination of the Middle States Standards in reference to our school, we have produced an outline that shows Woodland's existing strong foundation, improvements that are underway, and improvements that are projected for the future. From this spectrum of ideas for improvement, we have selected a number of goals for our focus in the next five years. Some goals were determined by the assessment of responses to questionnaires; some areas where scores fell below 90% have been designated for improvement. The selected goals are delineated below. Their projected times of accomplishment are subsequently recorded on a timeline graph.

Please note that not all negative responses to the questionnaires are addressed in this plan. Many of these areas are already working effectively, although not all respondents are aware of this. The Head of School has begun addressing this need for communication in his weekly letter to parents. Furthermore, not every desired future improvement is included in the five-year plan. As Woodland continues to live and grow, long-range planning will redefine and implement new goals.



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Project Overview: **Goals to Be Accomplished Within Five Years**

Standard 1

Philosophy/Mission/Beliefs/Objectives (b)

- A questionnaire will be designed encouraging input to our philosophy and mission. A time will be set for this questionnaire to be distributed, assessed, responded to, and acted upon each year.

Standard 3

Organizational Design and Staff (b) and (h)

- The division head format is to be reviewed and modified for the 2006-2007 school year in order to bring divisions together and promote unification in the educational process. The Head of Upper School and Head of Middle School positions will be combined to enhance communication between the different divisions of school.
- The criteria and procedures for staff evaluation will be published so that all staff members know how they will be evaluated and how they will be able to respond.

Standard 4

Educational Programs (e)

Instructional materials are being updated and will continue to be updated.

- Textbooks have been purchased and put in use in composition class.
- The Open Court program will be extended to fifth grade reading class.
- New grammar books are being purchased for sixth grade English class.

Standard 5

Learning Media Services and Technology (c) and (f)

- A questionnaire will be developed for input from faculty, staff, and parents regarding needs in the area of technology.
- Periodic faculty in-services will be scheduled for help in incorporating software into the curricula.
- Library orientation periods for upper school students will be scheduled annually.



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Standard 6

Student Services (e), (l), and (w)

- The existing questionnaire for Woodland alumni will be updated to pinpoint strengths and weaknesses of Woodland's programs in terms of preparing the student for high school.
 - It will be sent out annually midway through the school year.
 - Results will be shared with the faculty and analyzed for ways to improve the programs' effectiveness.
- Staff participation in CPR training will be mandatory every two years.
- Criteria for admission will be clarified in writing and effective tools will be developed for assessing and applicant's readiness for Woodland's programs.

Standard 9

Health and Safety (i)

- Written procedures for emergencies will be reissued and fire escape routes updated.
- Emergency drills in addition to fire drills will be scheduled and conducted annually.

Goal Augmentation

Beyond those goals suggested by the questionnaires, we aim to enhance our educational offering with programs that advance the growth of the student socially and morally as well as academically. The curriculum will include a stronger focus on cultural studies. It will be the task of the Education Committee to create a cross-curricular program that develops understanding of many cultures. A Culture Fair will be held every four years.

A plan will also be developed to increase career awareness at upper elementary, middle, and upper levels (Standard 6 w). Annually, guest speakers will address students regarding a variety of careers. A Career Fair will be planned every four years, to rotate with the Culture Fair and the school's established Science Fair as follows:

- year one, Science
- year two, Culture
- year three, Science
- year four, Career



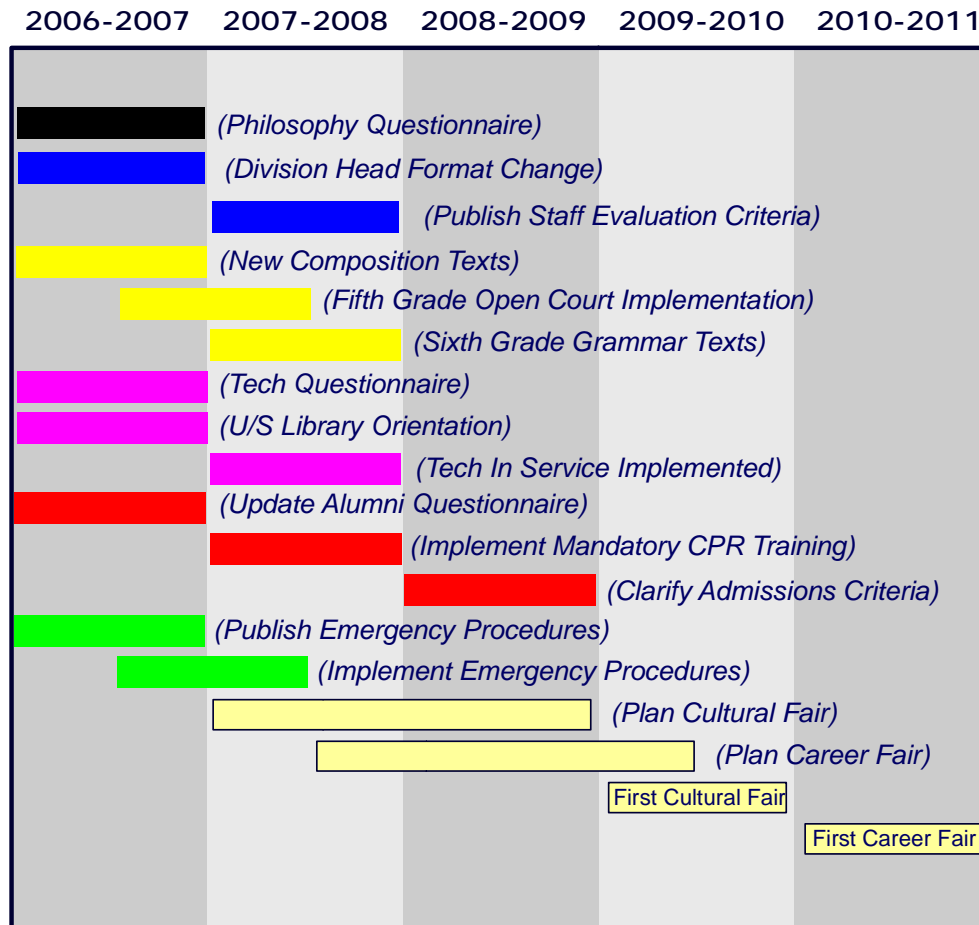
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Woodland Country Day School

Five Year Plan: Selected Items For Self Improvement



Key:

- | | |
|--------------------------------|---------------------|
| █ Philosophy | █ Student Services |
| █ Organizational Design | █ Health And Safety |
| █ Educational Programs | █ Goal Augmentation |
| █ Learning Media Serv. & Tech. | |



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Conclusion

The Middle States reaccreditation process represents a rigorous testing of our resolve to maintain, refine and grow our institution in all of its areas. As we grow together, our vision for the future, although ambitious, must be realistic.

By building a stronger foundation we are taking the necessary steps to ensure our viability well into the future. The assessment of standards questionnaire, distributed to faculty, staff, parents, board members and advisory board members was a particularly enlightening tool for correction. Through this we have identified our school wide strengths and weaknesses that could have been otherwise unknown to us.

In addition to the prescribed Middle States questionnaire, our team members conducted a thorough analysis of how we carry out our mission. Our resulting improvement plans will help us to continue our quest to produce well-rounded students. Because the needs of students are constantly changing, we continue to continually discover new areas for improvement and will make necessary changes to our existing program.

Our final five-year plan is an amalgamation of social, academic, operational and technological areas based on our findings through both reflection and the Middle States questionnaire. Using this combined research to identify, define and prioritize our school's needs, we were able to focus on the heart of our school and create an ambitious and realistic set of goals. The resulting self-improvement plan is identified as part of a long-term plan, which while remaining organic, will help us identify and continue with the school's progress beyond the five-year plan. With this continuation of improving the very basis of the Woodland Country Day School commitment to the entire Woodland body, we are building a stronger foundation, not only for the Woodland student, but for the entire community.
