

WOODMONT HIGH SCHOOL
PORTFOLIO
2008-2009



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GREENVILLE COUNTY SCHOOLS



Next QAR Visit 2008-2009

TABLE OF CONTENTS

Executive Summary of Needs Assessment Findings.....pgs.3-7

Information and Analysis.....pgs. 8-37

School Profile

Student Achievement.....pgs.37-57

Student Learning Needs and Desired Results

Quality Planning.....pgs.57-69

Detailed Action Plan: See attached folder for the following:

Performance Goal 1: Longitudinal

Performance Goal 2: End of Course Testing

Performance Goal 3: First Attempt

Performance Goal 4: Graduation Rate

Performance Goal 5: School Climate

Performance Goal 6: Highly Qualified Status

Performance Goal 7: IB/Advanced Placement Testing

Professional Development.....pgs.69-77

Professional Development Plan

Leadership.....pgs.77-81

Partnerships.....pgs.81-84

Continuous Improvement and Evaluation.....pgs.85-86

Summary of Progress and Next Steps

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Woodmont High School is one of fourteen high schools that comprise the School District of Greenville County. As one of only three rural high schools, Woodmont High School serves 1,617 students in grades 9 through 12 from its immediate geographical area, as well as students bussed from the city of Greenville. The Woodmont High School student body is an ethnically diverse population, with a student ratio of sixty-four percent white to thirty-six percent minority students. Currently, there are 89 faculty members, four administrators (including our principal), one administrative assistant, an IB Coordinator, two Curriculum Coordinators, and eleven support staff. The school is part of the District's \$999 million construction plan. Construction of the new facility started in the late spring of 2003 and was completed by the opening of school in 2005. The new facility and added technology has been worth the wait. Woodmont High School's stakeholders are extremely proud of the new facility and are expecting improvements in all other areas of the school.

Woodmont High School is improving and looks forward to reaching the goals set by the faculty. We have a comprehensive school-wide plan that is aligned with the criteria of our district as well as with the state's report card. Because of constant leadership changes, Woodmont High School has revamped several times to adjust to new leadership styles. Even with this challenge, it is evident that Woodmont High School is on the rise and that our mission to create lifelong learners and productive citizens is working. To make sure this success continues, student achievement and school climate are the main focal points of everyone in the school. Three broad goals (curriculum alignment, increasing rigor, improving the graduation rate) were set at the beginning of the year and were communicated to the faculty in our first faculty meeting. Ongoing professional development will help ensure that all teachers meet these goals.

Our sights are also set on improving our school report card rating. South Carolina's Education oversight Committee evaluates schools using 4 pieces of data: longitudinal and first attempt HSAP passage rates, graduation rate, and the percentage of students passing their state mandated end of course exams. Short range and long range SMART goals have been determined and are reflected in our Action Plan for each of the data pieces measured by the School Report Card.

Thirty percent of the School Report Card rating is derived from the percentage of tenth grade students who pass the Exit Exam by the spring graduation two years later. This is commonly known in our school as the longitudinal rate. As cited in the school Action Plan, our goal is to move from an 87% longitudinal rate in the 2007-2008 school year to a 91% longitudinal rate in 2008-2009. While there is some concern as to the possibility of continuous improvement over time in this category due to the number of self contained non-diploma students in our school, many strategies have been implemented to increase student success on the exit exam. Seniors needing to pass a portion of the exit exam are scheduled into HSAP remediation classes and are united with a Michelin tutor. Juniors have the opportunity to attend one full day HSAP Cram Session before fall and spring testing. When possible, select juniors are also scheduled into the HSAP remediation classes. Several resources have been purchased to supplement English and math classes. All Teachers have access to American Book Company's *Passing the South Carolina HSAP Workbooks* and access to USATestprep's online testing preparation site.

These same resources also help prepare students taking the exit exam for the first time. Woodmont High School's second goal is to increase the percentage of second year students passing both parts of the exit exam. This goal is also measured by the School Report Card and comprises 20% of the rating. Increased accountability in the freshman year under state mandated end of course testing is expected to play a

key role in improving the school's first attempt passage rate. Second year students will also undergo a practice exit exam three to four weeks prior to the real exam. Test results from the practice exam will be analyzed by teachers, students, and parents. With these results, teachers will be able to differentiate instruction to meet the needs of individual students. Teachers are confident we will move last year's first attempt passage rate from 64% to 68% this year.

First attempt passage rate and longitudinal passage rate are major factors in a student's ability to graduate. However, passing the exit exam is just one stepping stone towards graduation. Woodmont High School had a dismal 54.4% graduation rate in 2008-2009. Nationwide statistics reflect that a student's potential graduation success is directly correlated to the same student passing his freshman year of high school. Just like many schools across the state, Woodmont High School helps ease the transition for students entering high school with a newly structured Freshman Academy. Teachers on each of our two teams share common planning and work together to ensure student success. A separate bell schedule has also been added this year to accommodate 45 minute *skinnies* for core freshman classes. Because of a state grant, a Career Specialist representing the Jobs for America's Graduates (JAG) Program has also been added to help selected students in the freshman class. While the Freshman Academy enjoys much success, there are still many students that fall behind in credits needed to graduate.

To help students catch up on lost credits, Greenville County implemented APEX Learning, an online credit recovery program. This program gives new hope for students pondering the idea of dropping out of high school thinking they will never catch up to graduate with their original class. Night classes, better known as Twilight School, can also help a student gain an additional 2 units each year. Block scheduling can also help students earn more credits for graduation. Making students and parents aware of scheduling is the major focus of our Advisor/Advisee program. At least once a

year, parents are asked to conference with their child and his advisor to discuss transcripts and scheduling. Another program that focuses on increasing the graduation rate is *A Few Good Men*. This program aligns male mentors in the community with selected “at risk” students. This year we are hoping to also implement *A Few Good Women* to assist our female at-risk population. Many good things are happening to ensure the chances of our students graduating on time. Consistently guiding and motivating our students to take advantage of our programs will help improve our students’ academic success.

Even though most of our efforts are directed towards the average and below average student, one goal is in place for the honors program in our school. To be an honor student in this school means that many of the courses will fall under the Advanced Placement or International Baccalaureate status. In the past, the State Educational Oversight Committee measured the amount of students earning LIFE Scholarships meeting the SAT/ACT criteria. Last year, 22% of the senior class earned an 1100 on the SAT or 24 on the ACT. This year we look forward to seeing this percentage grow to 27%. Our strategies are paying off. Many teachers have been trained to teach Advanced Placement courses and have been certified to teach under the International Baccalaureate Program. Training has been costly, but professional development opportunities for teachers are clearly helping our students. Even though this 20% of the Report Card has been replaced with the percentage of students passing end of course tests, we will continue to expand our AP/IB Program and have set goals to improve the passage rate of these exams.

Setting goals gives focus. Woodmont High School is becoming more data driven each year. Data collection will give insight to creating goals that can help improve many facets of the school. Currently, Woodmont High School is attacking the goals set by the legislature head on. Because one of our strategies for curriculum alignment is to continue writing standards based curriculum, teachers have also started to write common pacing guides and common assessments.

Common assessments will be a significant tool in identifying strengths and weaknesses of students as compared to students in another teacher's classroom while also helping teachers to identify pedagogical strengths of other teachers.

Sustaining the improvement will be the key to Woodmont High School's future success. Woodmont High School must work towards building a solid staff that will be committed to staying at the school. Having a new state of the art facility and a respected principal should help with not only the attrition rate but also with student pride. The faculty believes that our new goals can lift the spirits of all stakeholders and thus change the image of our school to one that is admired by everyone in the District.

The portfolio that follows gives valuable information about what is happening at Woodmont High School.

SCHOOL PROFILE

School and Community Demographics

Woodmont High School is one of fourteen high schools within the School District of Greenville County. As one of only three rural high schools, Woodmont High School serves 1,617 students in grades 9 through 12 from its immediate geographical area, as well as minority students from the city Greenville. The Woodmont High School student body is an ethnically diverse population, with a student ratio of sixty-four percent white to thirty-six percent minority students. Currently, there are 89 faculty members, four administrators (including our principal), one administrative assistant, an IB Coordinator, two Curriculum Coordinators, and eleven support staff.

Woodmont High School is part of the School District of Greenville County, the largest school district in South Carolina. Our district serves approximately 68,465 students in 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers, and 7 special focus areas. The attendance area encompasses 800 square miles, including small sections of Laurens and Spartanburg counties. The number of full-time employees is approximately 8,567. Twelve magnet academies offer educational opportunities in foreign language, communication arts, pre-engineering and health professions, international studies, science and technology, and year-round education. Greenville is also the site of the Governor's School for the Arts and the Roper Mountain Science Center.

Located south of the city of Greenville, the Woodmont High School community is primarily a rural/suburban area. While there is not a population breakdown for southern Greenville County, the population for all of Greenville County based on the 2005 census data was

approximately 407,300 with a per capita income of around \$30,000. Preliminary projections by the Greenville County Planning Commission in 2001 estimate that growth will account for a population increase between 11 and 19 percent by the year 2010. This growth has been observed in our immediate school community with the opening in 2001 of the Southern Connector, a limited-access toll road that passes directly through our attendance area. We have already witnessed a move towards more industrial and commercial development. Within the last two years, several food establishments, a drug store, and several service businesses in new strip malls have opened. In addition, several housing developments have been built or are in the process of development.

In close proximity to Woodmont High School are several industrial parks under development. Most recently, the State Infrastructure Bank allocated \$12 million in state money to build roads as a first step towards creating an automotive research park, ICAR, to be located along I-85. According to Howard Covington, Infrastructure Bank Chairman, this park could “provide the impetus for further high tech development of more than 5,000 acres of land in industrial parks along I-85 and the Southern Connector.” The Greenville News reported on August 23, 2002 that state officials have indicated that this development could create more than 20,000 jobs.

In addition to the current economic development, our community offers other resources and strengths. Local colleges and universities include: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, Lander University, North Greenville College, Presbyterian College, Southern Wesleyan College, University of South Carolina at Spartanburg, and Wofford College. The University Center of Greenville is also a local site for seven state universities offering both graduate and undergraduate degree programs.

Greenville County also has a county-wide library system with a main library downtown and ten branches. Currently, our attendance area does not have a branch although some areas are serviced by a bookmobile.

A small commercial airport operates in the southern end of our attendance area. In the Greater Greenville area air transportation is provided by the Greenville-Spartanburg International Airport and the Downtown Jetport. The Greenville Transit Authority provides local bus service in downtown while interstate bus travel is provided by Greyhound Bus Lines. Railway transportation to Greenville is provided by Amtrak from a station located in downtown. Our attendance area is accessible by three interstate highways and four U.S. highways.

Greenville County Schools District Profile—January 2008

Geographic Location

Greenville, South Carolina is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2005 census data, Greenville County has more than 407,300 residents, a 7.3 percent increase since the 2000 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations. Over the past several decades, Greenville has recruited Michelin, General Electric, Hitachi and BMW to the region.

According to 2000 census data, the homeownership rate in Greenville County was 68.2%. The median annual household income for Greenville in 2003 was \$41,984, while 47,205 persons were living below the poverty level. Total assessed property within the Greenville city limits equals over \$221 million.

There are 12 universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, USC Upstate, Tri-County Technology College and Wofford College.

School District Information

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 68,465 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51st largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. District facilities include 5 child development centers, 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers and 7 special focus centers. Among the elementary, middle and high schools, 12 International Baccalaureate programs and 12 magnet academics operate for unique educational opportunities. The magnet academics include foreign language, communication arts, pre-engineering international studies, science and technology, fine arts, and year-round education.

Greenville is the site of *The South Carolina Governor's School for the Arts* and the *Roper Mountain Science Center*. GCS has 15 Title I schools that receive funds from the federal government to help raise student achievement in schools with high poverty. Two grants allow funding for GCS teachers and local arts to receive training in integrating arts into the regular classroom curriculum. Beginning with Tanglewood Middle, seven Title I schools are now participating in the program.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS is 60.1% White, 26.7 % African-American, 9.8% Hispanic, 2.2% Asian, 0.2% Native American, 0.2% Hawaiian/Pacific Islander and 0.8% of students are classified as “Other.” Dedicated to meeting the educational needs of all students, GCS serves over 8,434 students (12.3%) with disabilities more severe than speech and an additional 2,360+ students with speech disabilities; a total of more than 10,790 students (15.7%). Additionally, over 13,000 students (19.3%) of GCS students qualify for the gifted and talented program. GCS also serves over 3,000 students who meet the state specifications of English as a Second or Other Language (ESOL).

GCS stresses the importance of daily attendance and good health for all students. GCS has an average student attendance rate of 97.7%, and a teacher attendance rate of 97.2%. The 2006-07 student dropout rate is 4.1%. There are 22,000 students who ride one of the 325+ buses in GCS. Breakfast is served daily to over 13,000 students.

Learning Environment

The State Department of Education issues annual report cards rating each school and district with an *Absolute* and *Improvement* rating. In 2007, 68% of GCS schools and career centers earned an Absolute Rating of *Excellent, Good, or Average* on the 2007 SC Report Cards. As part of *No Child Left Behind* (NCLB) legislation, states must also assess whether schools have met Adequate Yearly Progress (AYP) on an annual basis. Many GCS schools have been awarded special honors and titles for school program excellence. Twelve Greenville County schools are *National Blue Ribbon Schools of Excellence*, while 17 schools have been designated with SC’s highest education honor, the *Palmetto’s Finest Award*. Nine schools and four career centers earned Palmetto gold and silver awards recognizing high levels of academic achievement. Additionally, 38 GCS schools have been named *Red Carpet Schools* in response to their levels of

customer service to parents and school communities. There are 29 GCS schools that have been named *National Schools of Excellence* by the PTA.

GCS provides students with a strong, qualified teaching staff. There are approximately 9,089 GCS employees; 5,019 of those are teachers. According to the 2007 GCS Report Card, 57.5% of the teachers hold Master's degrees or higher. The average years of teaching experience in GCS is 11.7 years. The average teacher salary in 2006-07 is \$42,200. Greenville County has 423 *National Board Certified* teachers and seven *Milliken Family Foundation National* educator awards.

Teachers and administrators strive to create a learning environment supported by parents and the surrounding community. GCS actively recruits volunteers to assist in enhancing every student's learning experience. In the 2006-07 school year, over 80,000 volunteers donated 1.6 million hours of their time to GCS. The Parent Teacher Association (PTA) in GCS has the largest number of units in any one district in SC. The *Report Card Survey* from the State Department of Education is administered in GCS annually to parents, teachers and students. In 2007 the majority of all three groups reported teachers have high expectations of students and demonstrate commitment toward student achievement.

GCS pays for schools and other education services through six primary fund accounts. Over \$429 million of those funds are designated General Funds and are used to support the day to day school operating expenses (e.g. teacher salaries, instructional supplies, utilities, etc.). The remainder of the budget, which changes every year, includes five fund accounts that provide money for things such as state and local taxes, scholarships and grants as well as building costs. The District has had more than 150 audits over the past three years and has been awarded the *Excellence in Financial Reporting* for 19 consecutive years. GCS has also earned the highest

credit rating a school district can receive from two of the top financial rating services. Overseeing the budget and District operations are 12 elected School Board members who entrust the daily operations to Superintendent, Phinnize Fisher, Ed.D. Two Deputy Superintendents help coordinate and oversee all District functions in curriculum, personnel, finance, facilities, technology, and operations.

In an effort to provide “equitable” school facilities for all students and accommodate a growing student population, GCS has implemented an aggressive, innovatively funded school construction program. Advantages to this approximately \$1 billion construction program are all schools will be built or renovated within a six-year time frame, versus a traditional construction plan which would require more than twenty years. Additional benefits to the program are that there are no plans for additional tax millage increases in Greenville County to compensate for building costs. Also, the program provides all students with the opportunity to attend schools that support advancing instructional technology. In addition to the new or renovated schools completed before the construction program began, 67 schools have been completed as part of the BEST program. Two new schools are under construction and will open in August 2008. The last school in the program will be bid this fall.

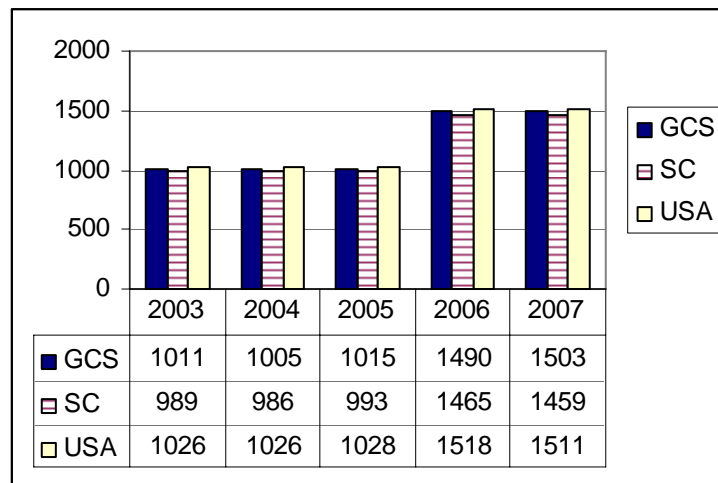
Student Achievement

Committed to student achievement for all students, GCS serves as a leader in education in both the state and nation. Teachers and administrators are continually trained on effective ways to assess student achievement throughout the year. Standardized tests used in the District are Scholastic Aptitude Test (SAT), Academic College Test (ACT), High School Assessment Program (HSAP), Academic Placement (AP) Exams, End of Course Exams (EOCE), Palmetto Achievement Challenge Test (PACT), Iowa Test of Basic Skills (ITBS), and most recently Measures of Academic Progress (MAP).

Overall, GCS student achievement has risen in 2007 in almost every test area.

Several secondary assessments are given to students on the high school level. In GCS, the average composite score on the SAT increased from 1490 in 2006 to 1503 in 2007. There were 2,365 GCS students tested, and 61% of 2006-07 seniors took the exam. The average critical reading score was 505, the average math score was 508, and the average writing score was 489. Figure 1 displays the SAT results from the past five years. GCS has remained higher than the average SC score and slightly behind the average national score.

Figure 1. 5-Year SAT Composite Scores of GCS, SC and the Nation



* With the addition of Writing on the SAT in 2006, the Composite Score from 2006 and beyond is out of 2400.

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The Composite score in GCS increased from 20.7 in 2006 to 21.3 in 2007. One-tenth of an ACT point is comparable to four points on the SAT.

Figure 2. 2007 ACT Results in GCS

Location	# of students	English	Math	Reading	Science	Composite
GCS	1,223	20.7	21.2	21.6	20.9	21.3
SC	16,716	19	19.8	19.8	19.5	19.6
Nation	1,300,599	20.7	21	21.5	21	21.2

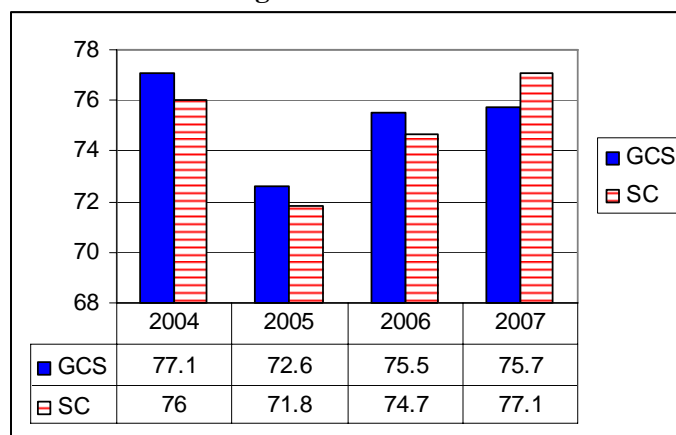
The number of students in 2007 who successfully completed AP courses demonstrated the commitment of GCS to high school curriculum and achievement. As displayed in *Figure 3*, the percent of students scoring 3-5 increased by 3.1% in GCS in 2007.

Figure 3. Number of AP Exams and Percent Scoring 3-5 in GCS

Year	Number Scoring 3-5	Percent Scoring 3-5
2007	2524	51.1%
2006	2192	48.0%
2005	2096	43.0%
2004	1815	48.1%
2003	1803	52.5%
2002	1581	54.9%
2001	1241	59.8%

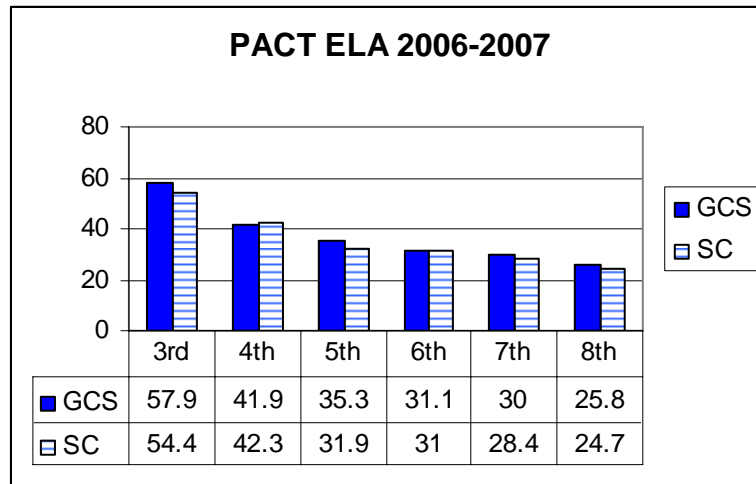
After a three-year implementation phase, in 2005-06, SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) exam. The 75.7% of GCS students passed both sections of the HSAP on their first attempt is lower than SC's 77.1%. From 2006 to 2007, the percentage of students who passed the English Language Arts section of the High School Assessment Program on the first attempt increased by 2.2%. From 2006 to 2007, the percentage of students who passed the Mathematics section of the High School Assessment Program on the first attempt decreased by 1.1%.

Figure 4. Percent Passing Both Sections of HSAP on 1st Attempt



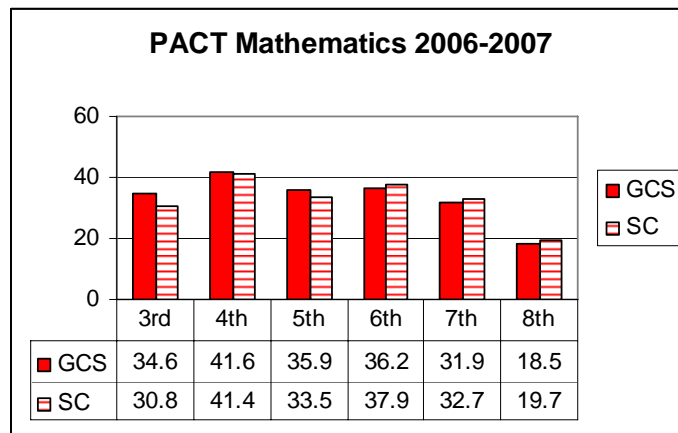
GCS annually tests all students in grades 3-8 on the state’s criterion referenced exam, the PACT. As evidence of meeting federal NCLB legislation, GCS annually tracks the percent of students scoring Proficient and Advanced on PACT exams, for English Language Arts (ELA), math, science and social studies. As shown in Figure 5, GCS has outperformed SC’s aggregate score of students scoring Proficient or Advanced on the ELA portion of the PACT.

Figure 5. Percent Proficient and Advanced on 06-07 PACT ELA



In GCS, the percent of students scoring proficient and advanced on the PACT ELA was as high or higher than the average percent in SC, with the exception of 4th grade. On PACT Math, GCS students scored higher than SC’s averages, with the exception of 6th, 7th, and 8th grades.

Figure 6. Percent Proficient and Advanced on 05-06 PACT Math



The next two graphs, Figures 7 and 8, display the percent of students scoring proficient and advanced in Science and Social Studies. GCS students performed higher than the average of SC students in all grade levels in both Science and Social Studies.

Figure 7. Percent Proficient and Advanced on 05-06 PACT Science

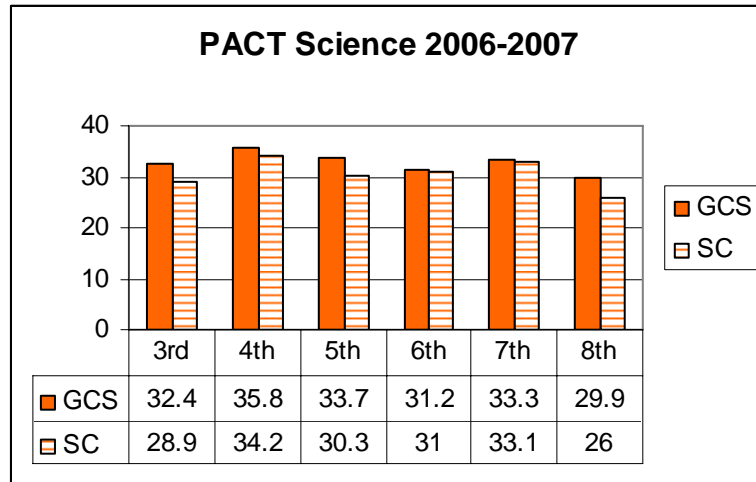
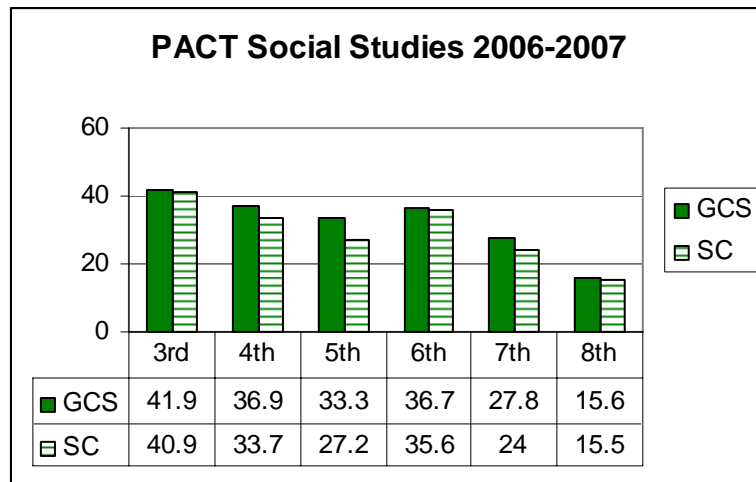


Figure 8. Percent Proficient and Advanced on 05-06 PACT Social Studies

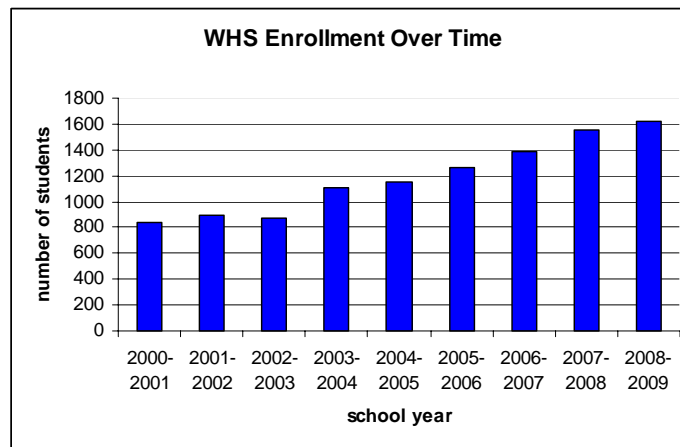


In 2005-06, an additional resource for assessment in Greenville County is the Measures of Academic Progress (MAP) testing. This computerized system of testing is administered two to three times a year in every school in reading, language, mathematics, and one optional subject, science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The

difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PACT and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

Student Demographics

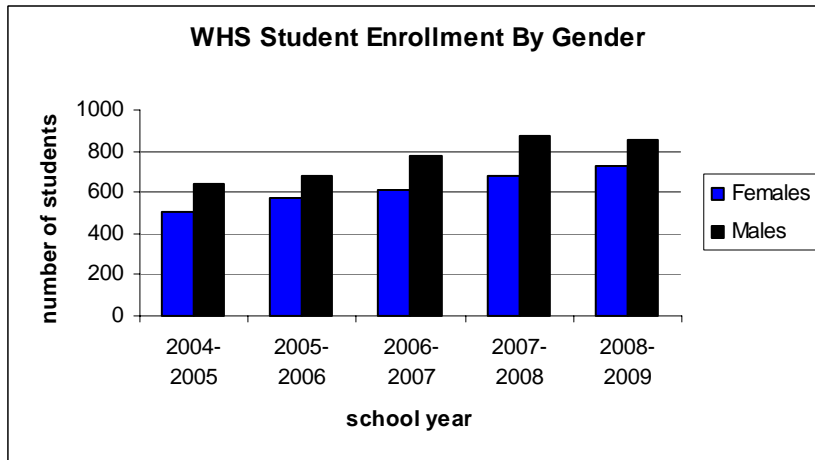
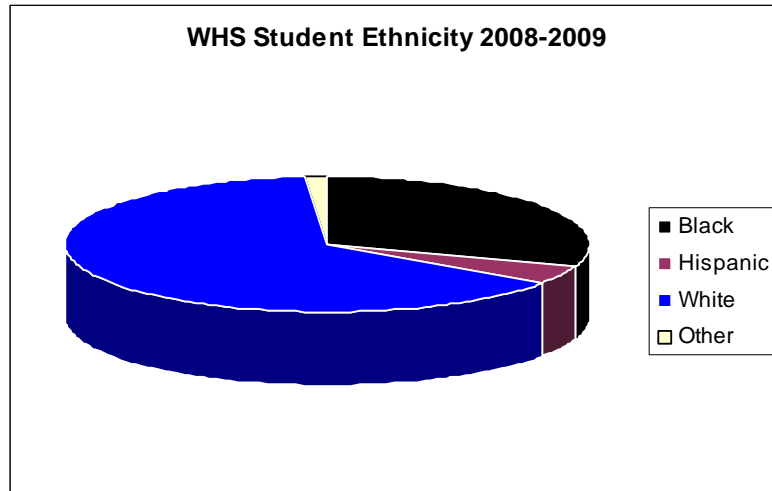
As of October 1, 2008, Woodmont High School houses 1,617 students. This is approximately a 9.6% increase from this time last year. This exceeds the increase of enrollment for the district as a whole over the last five years of 6.4%. Enrollment figures are noted on the chart below.



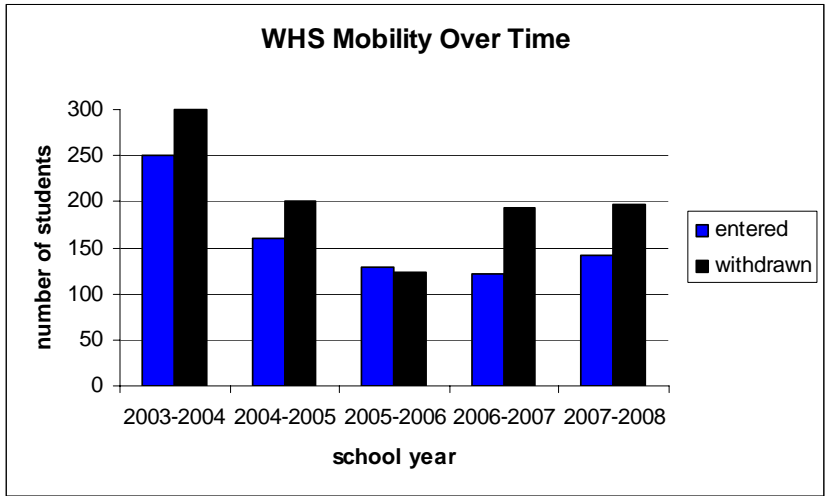
Our enrollment is expected to increase over the next several years. One reason for the increase was the opening of our new facility in 2005. Redistricting of the area occurred at the time of the opening and our population is expected to increase as a result.

The current school population consists of 71 Hispanic students, 24 other nationalities, 1030 white students, and 492 black students. The

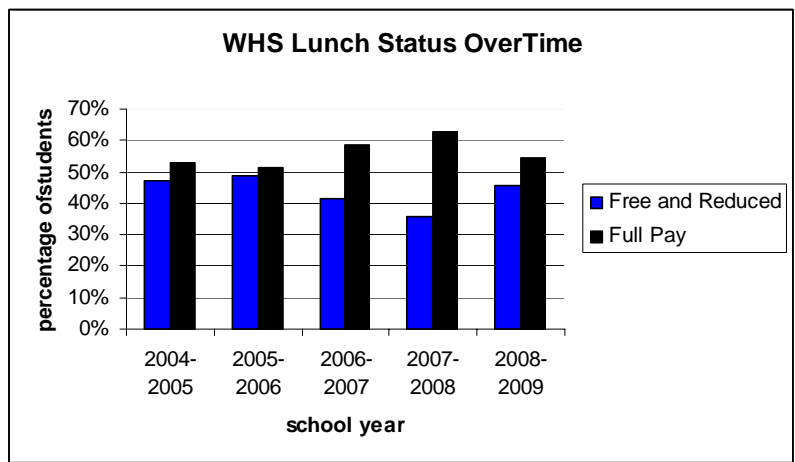
ethnic distribution is similar to the district distribution of 30% black, 64% white, 4.4% Hispanic, and 1.5% other .



By analyzing the gender distribution, one can see that in every year reported, there were significantly more boys than girls enrolled. The average distribution for this five year period is 55% males and 45% females.

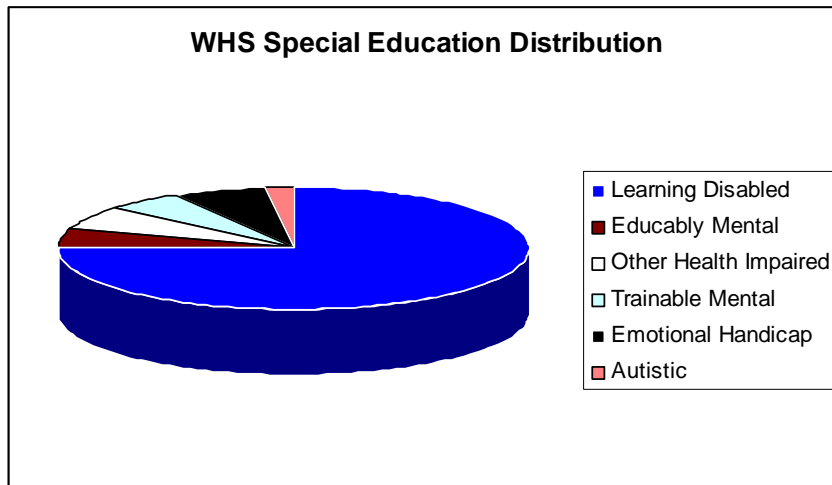


With respect to mobility, the chart shows the high number of students enrolling and withdrawing during the indicated school years. During the 2003-2004 school year, the mobility rate was the highest with 552 students moving in or out of our attendance area. The 2005-2006 school year has a lower mobility rate. Even though this area is still somewhat transient, we hope this is a sign that the mobility rate is becoming more stable.

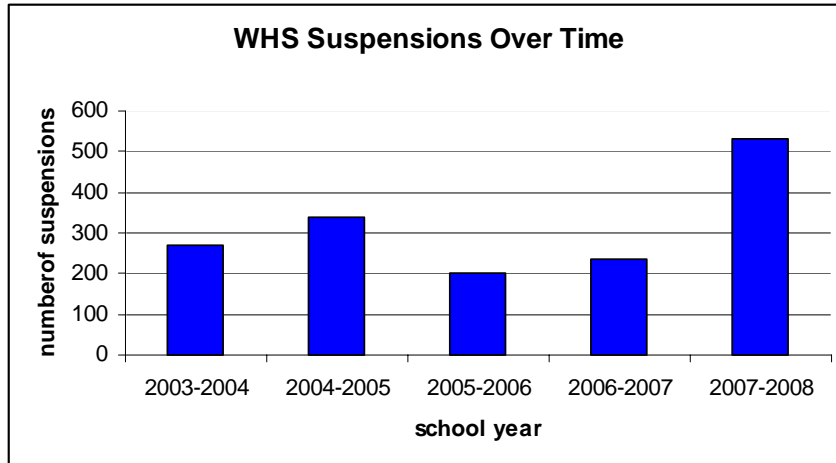


For several years the number of students that paid for lunch declined, while the number of students that received free or reduced lunch increased. The opposite is true when analyzing the data for 2006-2007. Until this year, evidence shows that the overall population of

Woodmont High School is changing. However, this year's free and reduced lunch percentage soared. This change could be a direct result of economic problems the country is facing at this time. With the rise in new housing developments in our immediate area and lines being redrawn, we still must be aware that our student population will continue to change. Faculty and staff will need to realize that as the make-up of the student body changes, instructional strategies will need to change as well.



Sixteen percent of our students are identified as having special learning needs. They are served through the following classes: Learning Disabled, Emotional Disabled, Educable Mentally Disabled, Autistic, Trainable Mentally Disabled, and Other Health Impaired. The table shows the number of students enrolled in the different programs and the type of diploma they will be receiving at the end of high school.



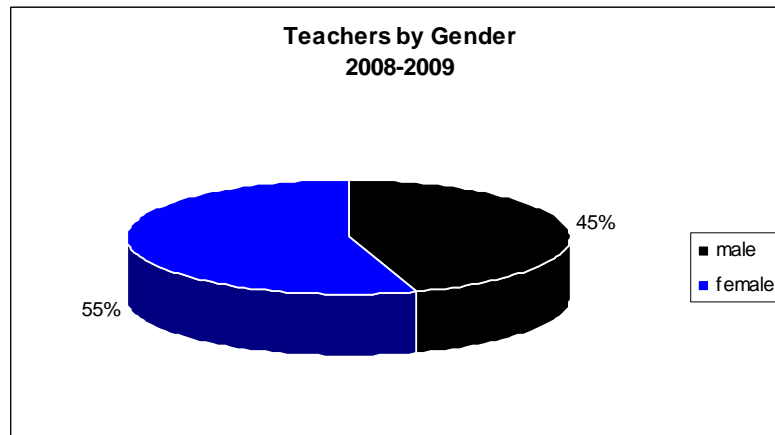
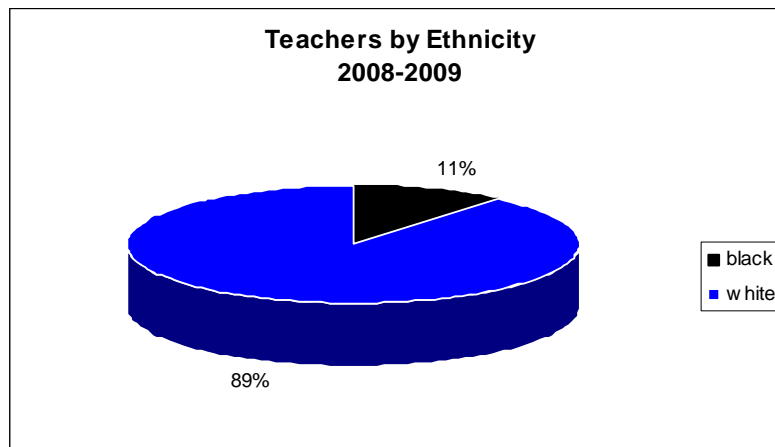
The discipline summary indicates that the number of suspensions is on the rise. The rise in suspensions could be attributed to the addition of more students.

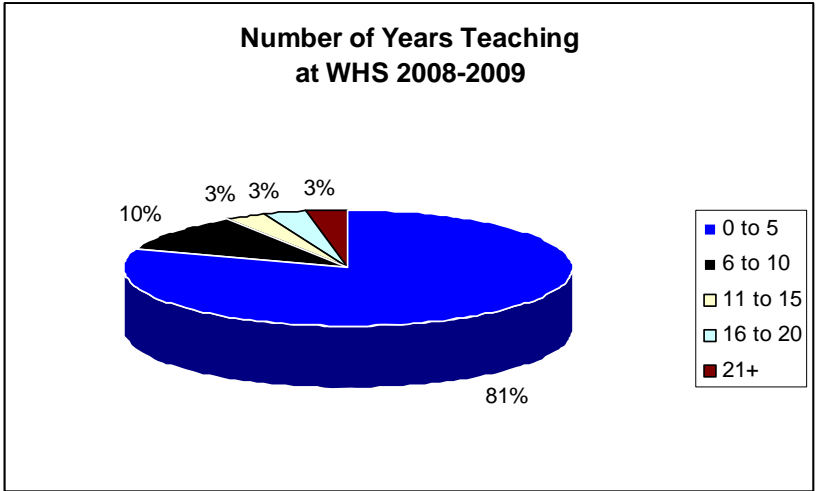
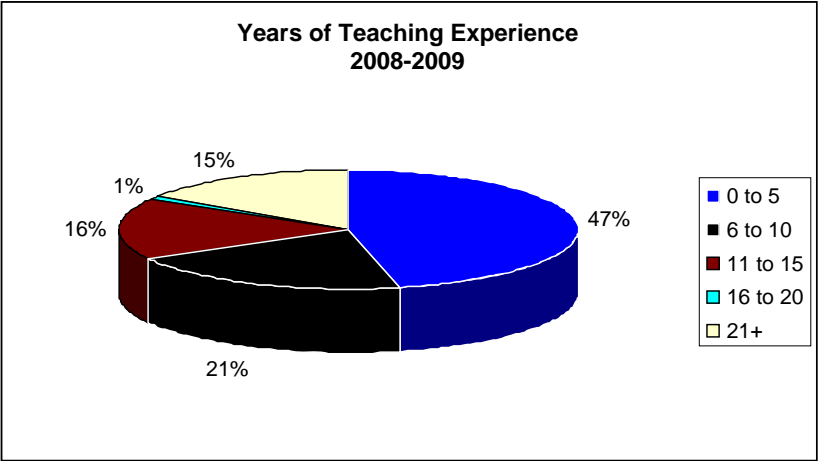
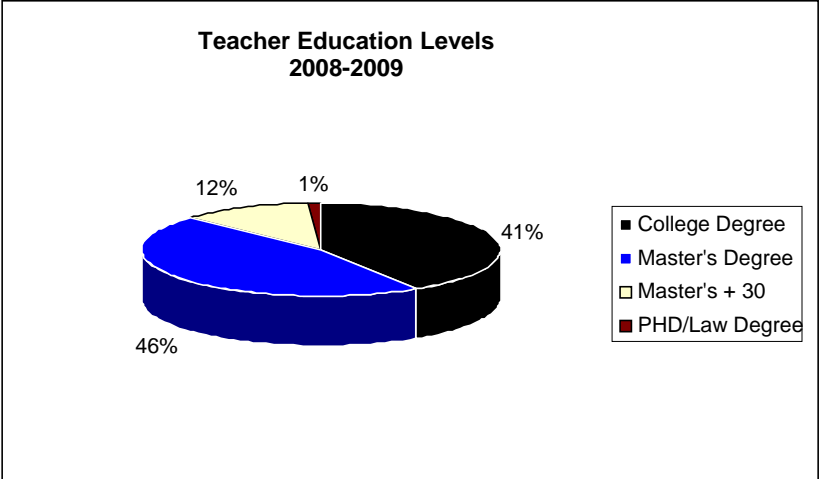
Referrals continued to increase in the 2007-2008 school year. Under new administration, consistency with discipline is crucial to changing the school climate. Many referrals were for repeat offenders of dress code issues and for tardiness to class. This year, we have relaxed our dress code policy and are anxious to see if this will decrease the number of suspensions for defiance as well as improve school climate.

Staff Demographics

The professional staff is comprised of one hundred thirty-one members: four administrators (including our principal), one administrative assistant, an IB Coordinator, two Curriculum Coordinators, four guidance counselors, two Career Development Facilitators, one Jobs for South Carolina Graduates teacher, two media specialist, twelve special education teachers, one English for Speakers of Other Languages teacher, and seventy-six regular education teachers, many other support staff. Down from last year's

51%, 47% of teachers at Woodmont High School have between zero and five years of teaching experience. Because research tells us that experienced teachers positively impact student achievement, administrators hired new teachers to the building with teaching experience in mind. Education level of a teacher is also important. 59% of the teaching staff has earned a Masters Degree or higher. We currently have two teachers who are completing their teaching certification through the critical needs program. The following charts provide further descriptive information about our teaching staff.





Even though this is Mr. Darryl Imperati's second year as principal of Woodmont High School, he has four years of prior experience as a principal in New York. He has been a welcomed and respected

instructional leader. In fact, he refers to himself as the principal-teacher. His long term commitment as principal of our high school is critical to our future success.

Woodmont High School has had six different principals in the last ten years. Consistent leadership will help move the school forward and goals more easily accomplished. The faculty and student body desperately need consistent leadership to make continuous improvement.

Ms. Tammy McClain, an assistant principal, came to Woodmont High School from Parker Middle School where she had been a teacher for three years. Prior to Greenville County, she was a teacher for two and a half years in Richland School District 1. Ms. Greer has been at Woodmont High School for seven years and has worked closely with the senior class, special education department, and guidance department.

Mr. Adam Smith, an assistant principal is in his third year as an assistant principal. In addition to his administrative duties over the eleventh grade, he is charged with overseeing the maintenance of the building and grounds. Mr. Smith came to us from Florida where he served as a high school math teacher.

Our third assistant principal is Ms. Melissa Patterson. She started her teaching career with us several years ago but was excessed to Mauldin middle school where she taught PE for four years. Even though she was an administrative assistant last year, this is her first year as a fully paid assistant principal. She has re-vamped our Freshman Academy this year with the addition of “skinnies” to our bell schedule. Dividing the 90 minute blocks into 45 minute classes has enabled the Academy to team students so that their core teachers are able to track student achievement and behavior on a daily basis. In addition to overseeing the Academy, she is also over textbooks and busses.

A new hire to the District and to our school is Brandon Blackwell, an administrative assistant. His main responsibilities include disciplining tenth graders, assisting with busses, and supervising testing. As supervisor of testing, Mr. Blackwell will work closely with guidance and attendance to ensure the percentage of students tested meets the AYP 95% tested requirement.

The addition of an International Baccalaureate Coordinator to the support staff has been a great help. The 2008-2009 school year is our fifth year with this position. Mr. Michael Hattan moved from teaching science to the IB Coordinator position in the 2006-2007 school year. He comes with several years of experience as an IB Science teacher and continues to encourage student growth in the program.

All high schools in Greenville County received a curriculum resource teacher to help with aligning the curriculum to the standards and to help provide teachers with strategies for the classroom. Miss Ashley Jenkins, previously a teacher of ten years at Woodmont High School, became the school's first CRT in the 2004-2005 school year. She has stepped into the role of Freshman CRT to assist with the Academy.

Replacing Ms. Jenkins is no stranger to Woodmont High School. After a five year stint as a district health educator, Ms. Jennifer Norris veteran teacher of twenty-eight years, twenty three of which were teaching physical education at Woodmont, has come home to be the new Curriculum Resource Teacher. She brings with her years of experience from the district and state level. Raising student achievement will be her primary focus.

Other support personnel available to assist in meeting the needs of students include members of the guidance department, secretarial staff, nurses, aides, school resource officer, food service workers, and other district support personnel.

Our agency partner positions include a Career Specialist and an Urban League counselor.

Perceptions

In late March of 2007, Woodmont High School students, teachers, and parents completed the State Report Card Surveys. These opinion inventories were designed to give an indication of how each population felt about the learning environment.

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	74	229	25
Percent satisfied with learning environment	90.5%	76.7%	96%
Percent satisfied with social and physical environment	93.2%	81.1%	80%
Percent satisfied with home-school relations	77%	80.6%	80%
*Only eleventh grade students and their parents were included.			

SCHOOL PROFILE SUMMARY

Overall Progress

In the 2003-2004 school year, the Woodmont High School staff became more data-driven than ever before. We reviewed our demographic data, gathered perceptions data, via questionnaires from students, parents, and staff. We also analyzed our student achievement results, all of which is displayed in this section of our school portfolio. Woodmont High School staff have continued in the

process and updated the data. Faculty and staff plan to use the data to decide on appropriate instructional strategies.

What the Data Tells Us

Over the past five years, we can see that our demographics have changed. We know from census data in addition to this information that our population will continue to change. It will be critical for us to stay aware of our student and community populations so we can prepare to meet their needs.

Our questionnaire results were somewhat inconsistent across students, staff, and parents. They were overall, positive amongst teachers and satisfactory amongst students and parents. 90.5% of the teaching staff reported that they were satisfied with the learning environment while only 76.7% of students and 96% of parents were satisfied with the learning environment. Because of this, students have been given a chance to share the things they would like to see improved at our school. The findings have been taken under the advisement of the administration. Student Government has also taken the initiative to build more pride in the school by implementing more student centered activities. Hopefully, the new school building will also help improve the perception of the school climate and environment for learning.

Our student achievement results indicate that we are doing an average job in all measured areas, except graduation rate. We can always improve our scores and will work diligently towards improving our achievement goals. Concern over our low graduation rate has made this our number one school improvement goal. New strategies along with former strategies with proven results will be put into place that will not only improve our graduation rate, but also help improve all facets of student achievement.

Multiple forms of data were gathered to list our strengths and weaknesses:

Strengths

- Construction of a new building
- Most students miss less than ten days
- Most teachers are teaching in their field of certification
- Rezoning attendance lines
- The number of students paying for lunch is increasing while the number of students who receive free and reduced lunch is decreasing.

Weaknesses

- 47% of the teaching staff only has 0-5 years of experience.
- Woodmont High School perceptions are lower than other Greenville County high school perceptions.
- High turnover rate of teachers and principals

Next Steps

We must continue to gather and analyze our student achievement data, along with our questionnaire results and demographic data. In addition, we must filter the student achievement analyses down to the classroom levels, and make sure each teacher has her/his classroom's historical results on the first day of school. Staff members need to attend in-service sessions to help address implementing continuous quality improvement strategies for our school.

Instructional and Organizational Effectiveness

School Processes

The organizational structure for Woodmont High School is for the most part departmental. All teachers teach within their area of

certification and work closely within their departments to align curriculum. The faculty meets on the first and third Wednesday from 3:45–4:30 for professional development, departmental meetings, or Teacher Advisory Council meetings. Teachers also receive professional development during planning periods on the second Thursday of each month. In addition to this, our first year teachers meet as needed with mentors and the CRT each month.

Vertical articulation with other grades is achieved through departmental meetings. The Teacher Advisory Council is in place for articulation between departments. Block Scheduling Teaching Strategies and Writing Across the Curriculum were areas of professional development that included all disciplines in the 2005-2006 year. Last year, professional development focused around collegiality, testing, technology, and best practices.

Procedures for identifying students in need of special education services and academic assistance are in place. An Assistance Team also functions to provide structure and a means for addressing the needs of students who are having problems being successful in school.

Different programs within our school need different bell schedules to be successful. To accommodate all of our students, a modified block schedule has been instituted this year. We are using the four by four block schedule for the fifth year in a row. Woodmont High School was on the seven period day the two previous years, 2003-2004 and 2004-2005. Prior to the new schedule, teachers received different forms of professional development to adjust to 90 minute classes. This year, modifications were made to the schedule to divide the 90 minute sections into two 45 minute sections for the purposes of accommodating the IB Program and the Freshman Academy Program. These programs work best when students meet for the entire school year. Dividing the 90 minute blocks into 45 minute classes has enabled the Academy to team students so that their core teachers

are able to track student achievement and behavior on a daily basis. IB teachers and students need the entire year to cover requirements and prepare for rigorous exams. These two programs exist help improve school climate and school achievement. Both of which are broad goals of the school.

In addition to the seven overall goals of the school, Woodmont High School has identified other major performance goals to improve instructional and organizational effectiveness: 1) to implement a rigorous curriculum that is aligned with state standards, 2) develop common assessments and pacing guides, 3) implement strategies to reduced the drop out rate, and 4) use data to fuel the decision making process.

International Baccalaureate Program

Students wishing to enroll in the IB Programme of Woodmont High School will apply during their eighth grade year for the Diploma Programme. Admission to the IB Programme is based upon teacher recommendations, a student essay, PACT test score requirements, and a minimum grade point requirement. At the end of the student's tenth grade year, the student's grades and HSAP scores will be reevaluated before entering in the junior and senior level classes of the IB Programme. The students and parents will also be required to sign documentation indicating their understanding and acceptance of the IB philosophy, course content and rigor, and an honor code. The number of students enrolled is expected to increase as knowledge of the IB Programme becomes more widely known.

We have been approved to be a school that houses the International Baccalaureate Diploma Programme since 2004. Implementation for this initiative took place for two years before the application for approval was submitted. Select teachers have been trained for the purpose of implementing the program. Other teachers have been

trained to implement the International Baccalaureate Middle Years Programme which is an initiative we are currently working on with Woodmont Middle School as it is for grades 6 through 10. Since then, several IB and MYP trained teachers have left to work at other schools in Greenville County. Keeping teachers that have been trained in the IB Curriculum must be a major focus. Not only is expense of training a factor, but also years teaching the course is critical to student success on written exams. Recently, overall teacher retention has improved, especially with our IB trained teachers. We believe the program is working for the advanced students and are motivating marginal students to push themselves in trying one or two IB courses.

High Schools That Work

Another initiative in which we are presently involved is High Schools That Work. This organization provides teacher training in best practices. Several staff members have attended the HSTW Conference the last three summers. Our goal is to send ten teachers from the Freshman Academy for the summer of 2009. As a result of our affiliation with HSTW we implemented a Freshman Academy for the 2003-2004 school year but lost the teaming aspect due to block scheduling. After modifying the schedule this year, the Academy is finally back in place and continues to house our first time freshmen in a designated area of the school. Core teachers enjoy common planning to collaborate about planning, assessment, achievement, incentives, and school spirit initiatives.

A HSTW Technical Assistance Visit was conducted in April of 2005 to assess best practices used in the school. Ms. Tammy Greer-McClain, assistant principal, led the faculty in an overview of what to expect in the technical assistance visit. Dr. Randy Reagan, principal at the time, shared the HSTW report with the faculty following the

visit. Below are the reported challenges Woodmont High School needs to focus on:

Major Goals:

- Require all students to complete the HSTW recommended program of studies that consists of an upgraded academic core and an academic or career concentration.
- Create a school culture/climate of high expectations and a structured system of extra help.
- Have teachers use strategies that actively engage students in challenging work.
- Enhance the guidance/advisement system to actively involve parents, students, teachers, and key stakeholders.
- Improve students' transition from middle school to high school and continue to develop the ninth grade academy.
- Narrow the achievement gap between African-American students and white students.

Key Practices

- High expectations
- Career/technical studies
- Academic studies
- Program of study
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Keeping score

INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS SUMMARY

Overall Progress

Woodmont High School has been successful in acquiring new programs to help increase student achievement. The three main initiatives that Woodmont High School continues to work on are: strengthening curriculum (common pacing guides, common assessments, increasing rigor, implementing the Learning Focused Model), the IB Programme, and High Schools That Work. Over the last few years, Woodmont High School has taken on many new initiatives. Even though these programs have proven results to help student success, the new initiatives have not shown immediate gains within our school. These large scale programs are massive and initiating too many at the same time has proven detrimental to our success. For several years, staff development centered around these initiatives as well as Baldrige's Continuous Improvement and the Middle Years Programme, but little attention was given to the school goals and improving already established day to day procedures. The faculty seemed overwhelmed but worked hard to implement the programs.

With the change in new administration in the 2004-2005 school year, Woodmont High School decided to cut the Baldrige Program. After the 2005 HSTW Technical Visit, more energy was spent trying to better implement the program. HSTW's "best practices" are still used by the faculty but most of the attention is on the school goals as they relate to the state Report Card and the Nation's No Child Left Behind Act. Woodmont High School experienced change once again last year with the introduction of a new principal, Mr. Darryl Imperati.

The focus on new initiatives and programs has merit, but we feel our faculty must first focus on the day to day instruction and interaction

with their students. The philosophy has been to help the teachers help their students so that they can meet the expectations required by the State Department of Education.

What the Data Tells Us

The data indicates that Woodmont High School's implementation of each program would offer the possibility of increasing student achievement. By emphasizing the day to day goals on meeting the requirements of the state Report Card, we feel that our results will be positive. The IB Programme instated a rigorous curriculum for honors level students. The High Schools That Work program targets the average students that are sometimes overlooked. Focusing on improving graduation rate, increasing the percentage of students passing the state End of Course Tests, raising first attempt and longitudinal HSAP scores, and meeting AYP will help every student in the school. To do this teachers must be exposed to and use best practices.

Strengths

- All three initiatives promote student achievement
- One of the programs provide funding for staff development. Strengthening curriculum can be done in house and costs are minimal.
- All three relate to one another

Weaknesses

- It is difficult for a faculty to implement three new programs at one time successfully.
- Different teachers are trained for each program thus causing divisiveness among the faculty.
- Training is ongoing because of high teacher turnover rates
- Ample time is needed for teachers to collaborate and write common curriculum.

- Inconsistency with leadership has hampered continuous progress

Next Steps

- Continue training for all three initiatives
- Share data with the faculty and use data to make informed decisions regarding instruction and setting school goals
- Establish Rigor, Relevance, and Relationships as the key to every initiative

STUDENT ACHIEVEMENT

Early in the 2002-2003 school year, the Woodmont High School staff determined that we needed to create a vision that was truly shared by all staff members. The staff questionnaire results also indicated what we thought was a shared vision was not shared. The staff began work on the School Portfolio. The district-wide initiative is designed to enable schools to determine where they are in relation to the seven areas of school improvement. A Portfolio Coach was charged with the task of taking the staff through a visioning process to clarify our values and beliefs, purpose, mission, vision, and goals.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we

produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

We believe...

- Within a positive, safe, clean environment, teachers will develop and implement a standards-based curriculum suited to the unique needs of each student in our school.
- Provide a curriculum consistent with state standards.
- Provide contextual learning environment integrating technology, logic, and problem-solving skills.
- Provide opportunities for cooperative teaching and learning using different teaching methods.
- Use long term reports and portfolio projects as assessment and reflection of learned material.
- We teach children and not to the test because they are more valuable than tests and content.
- All students can learn provided the environment matches their needs.
- Teaching students how to learn is as important as teaching them what to learn.
- Curriculum should be easily identifiable and challenging-uniform throughout the school with accommodations for all levels.
- Respecting all children
- All stakeholders are involved in the education of the student.
- Quality assessment at high cognitive skill level and aligned with curriculum standards.
- Personal responsibility from teachers, administrators, and students.
- Instruction calls on differing modalities of learning and is student driven.

Purpose

Purpose is the aim of the organization; the reason for existence. The purpose is very important for creating the mission and the vision.

The purpose of Woodmont High School is to serve the educational needs of the community by providing future citizens an environment where they acquire skills that will enable them to become independent, productive lifelong learners.

Mission

The mission is a brief, clear and compelling statement that serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and moves the organization forward. It is a crisp, clear, engaging statement that reaches out and grabs people in the gut. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible.

The mission of Woodmont High School is to empower students to become lifelong learners and productive citizens.

Shared Vision

A vision is a specific description of what it will be like when the mission is achieved. A vision is a mental image. It must be written in practical, concrete terms that everyone can understand and see in the same way.

The following are the curricular, instructional, assessment, and environmental factors that support effective learning for Woodmont High School students:

Curriculum must be up-to-date and aligned with school, district, and state curriculum standards.

Curriculum must be designed to help students meet achievement goals; therefore, curriculum will be:

- Relevant to real world applications
- Cross-curricular
- Standards-based
- Challenging
- Include courses for all ability levels

Instruction will be tailored to student needs in such a way as to ensure active participation by all.

Instruction will:

- Be investigative
- Be differentiated
- Include hands-on activities
- Use different strategies to achieve objectives and standards
- Use peer coaching and tutoring
- Provide instructional assistance for all faculty
- Integrate technology
- Employ varied methods
- Be student centered
- Be engaging

Assessment will be just, varied and aligned with material taught. Assessment will be:

- Authentic

- Frequent
- Aligned with instructional and curricular standards
- Objective through the use of rubrics
- Varied

Environment will provide a safe and nurturing atmosphere where differences are celebrated.

The environment will be:

- Visually stimulating
- Mutually respectful
- Clean, safe, and conducive to learning and intellectually nourishing
- Student-centered
- Include an increased availability of materials and resources

Despite the hard work of Woodmont High School staff, our students have not been as successful academically as we believe they can be. When we compared our students' standardized test scores to school's like ours, we were struck by how much better they could do across grade levels on standardized tests. Overall, the females seem to score slightly better on the HSAP math and English language arts section than the males and there is a very significant achievement gap between white and black student in ELA and math. Staff members believe that improved achievement can result from several new approaches, including:

- Building a professional learning community amongst the staff
- Continuing standards-based instruction
- Implementing common pacing guides and common assessments
- High Schools That Work's "Best Practices"
- International Baccalaureate Programme

- Freshman Academy
- Preparing for Writing/Reading Across the Curriculum
- Michelin Tutors (provision made for underachieving students)
- A Few Good Men
- PRIDE (Personal Responsibility In Delivering Excellence) mentoring program for 9th grade at-risk students
- HSAP Tutorial Programs (provision made for underachieving students)
- SAT prep class (provision made for tutorial assistance)
- Students scoring below basic on the 7th grade PACT test in English will be scheduled to take a semester of accelerated reading while also taking English 1 all year. Students scoring below basic on the 7th grade PACT test in math will be placed in Algebra 1 Part A in the 9th grade and then will double up their math taking Algebra 1/Algebra 1B as well as Geometry in the 10th grade.
- *A Few Good Men* mentoring program to unite at-risk males with adult mentors from the community.

Strategies to Increase Student Learning

Most teachers at Woodmont High School keep abreast of the latest methods of delivering instruction. In addition to attending conferences, teachers have taken advantage of staff development opportunities that are offered in the district and through a nearby university. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. To the degree that time and budget allow, we encourage all staff to be involved in professional development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision.

At each grade level, teachers are encouraged to work together as a team to develop common pacing guides and to begin implementing common assessments. We also work departmentally at least monthly to ensure a continuum of learning that makes sense for the students. Departments are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do.

Using Student Achievement Data

This is the sixth consecutive year that we have systemically tried to use data to help drive our decisions about the instructional program. Our first attempts in the 2003-2004 school year led us to the realization that while we had a significant amount of data, it was not organized in a way that allowed us to use it well.

- Most of our data is paper records and not in a database, not allowing us to disaggregate by program, ethnicity, and/or gender. Teachers receive their test data in the fall for the previous year. We cannot organize historical data by the time of new class assignments and, therefore, the data is not very helpful in improving instruction.
- Due to the way in which we kept student records in the past, we cannot go back and look at historical data for the same students unless we go through student files, one-by-one.
- We believe that norm-referenced tests do not tell the full story, but we have no standardized alternative assessments that can be reported school-wide.

Improvements in creating data files are in process. The addition of a Curriculum Resource Teacher to district high schools has helped in this endeavor. Ease-E training has been provided to CRT's so that data management in the schools can be updated. Woodmont High School feels that using this newly collected data will help the decision

making processes of the school. Multiple data are kept on a yearly basis and are used with teachers to aid in classroom analysis.

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Woodmont High School has worked with the district to provide a variety of special services.

- We have five and a half resource teachers to work with students with learning disabilities. These teachers work primarily in collaboration with classroom teachers, work on HSAP skills necessary to pass the Exit Exam, and receive a high school diploma. There are five Occupational Self-Contained classes that work with students toward job placement and self advocacy. Woodmont High School also houses one EMH class and one TMD class that teach students everyday living skills.
- When a teacher believes that a student has special needs that require attention, the student is referred to the Academic Assistance Team (The A Team). The purpose of the team is to try to match student needs with resources that are available through the school, district, or community.
- We are committed to make every effort to place students with limited English proficiency in classrooms with teachers who are certified to teach them. An ESOL class was implemented for the first time in the 2005-2006 school year and serves 39 students this year, 2008-2009.
- Two years ago Woodmont High School qualified for a State grant funding for an After School Homework Center. The Homework Center opened three days a week for two hours after school. Four certified teachers helped with homework

and tutoring for the HSAP exam. Transportation was also provided. Because Woodmont High School did not qualify for state funding this last year or this year, the \$45,000 program was canceled. At this time, individual teacher tutoring times are communicated to students and parents but transportation is not offered.

- Additional academic tutoring is held for any student wishing to receive assistance each Tuesday and Thursday from 3:30-4:30. This has been communicated to students via “Student Bytes” and via website.
- Credit Recovery was implemented in the 2005-2006 school year and is widely used by our students. Thanks to District support, students can use the APEX online Credit Recovery Program to earn back lost credits. We have seen this program grow and hope this will help our students stay on track and improve the school’s graduation rate.

Summary of Progress

The last few years have been highly productive years for Woodmont High School! We have a clear path for increasing student achievement laid out before us. The processes from previous administrations have been refined and merged with that of the new administration. Woodmont High School has continued to gather and analyze data. We know how to implement content and performance standards in our classrooms. Additional support has been added for low-achieving students in reading, teachers have broadened hands-on learning in the classrooms, and partnerships with local agencies to support student and family needs have been formed. Studying our

student achievement results along with our school processes for measuring these results are also a constant focus.

Next Steps

Our work is quite focused and there is buy-in to our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, next year we plan to:

- Continue developing common assessments and pacing guides
- Examine student assessment data regularly, as a whole faculty and in grade-level teams
- Continue to increase rigor
- Become involved in action research in our individual classrooms
- Collect authentic assessment data so we can use it for action research
- Continue a non-threatening process for peer coaching (TOTS)
- Continue to share our work, so that every child in the school can benefit from each teacher's talents
- Provide SASI and Ease-E data training to more staff members
- If funding permits, implement the International Baccalaureate Middle Years Program.

STUDENT ACHIEVEMENT RESULTS

This year, our staff has been challenged with increasing their focus on best practices. Part of this piece includes working collaboratively to develop common assessments and pacing guides.

Last year, staff development was provided in the area instruction by way of book talks. At the beginning of the year, *Classroom Instruction that Works* by Marzano, Pickering, and Pollock was given

to each faculty member to read. Certain chapters were covered by Mr. Imperati during four different faculty meetings. Topics covered included: research on instructional practices, reinforcing effort and providing recognition, and homework and practice. Grading and assessment practices were the major focus of professional development sessions offered throughout the year. This year, our plan is to build on these same themes. As our district would say, we are “strengthening our roots.” At the beginning of the year, goals were communicated to the staff. Each goal set specifically to increase student achievement. Creating common pacing guides and common assessments, increasing rigor, and lowering the dropout rate were major points of emphasis and will be the focus the rest of the year so that our students are successful in the classroom and on standardized tests.

The Tests

The school report card is the primary evaluation tool of a school’s student achievement. This evaluation instrument measures high schools in the state by first attempt passage rate of the HSAP, longitudinal (over time) passage rate of the HSAP, passage rate of End of Course Tests, and the graduation rate. Woodmont High School earned an absolute rating of Below Average and an improvement rating of Average on the 2007 Annual School Report Card. The report card showed that 89.8% of females and 80.3% of males passed the Exit Exam (HSAP) by their graduation. 80.2% of minority students passed the HSAP test, where as 86.5% of non-minority students passed the test. 48.8% of special education students passed the HSAP. 81.6% of students on subsidized meals passed the HSAP test. The graduation rate is also listed on the 2007 report card. Down from 71%, Woodmont High School had a 59.3% graduation rate in 2007. Preliminary results show that the graduation rate for 2008 is 54.4%. The Woodmont High School faculty and staff are very disappointed

with last year's results but were excited to see that improvement was made in two of the four categories – first attempt and end of course tests. Our state's bar has been set high and continues to get more difficult each year because of the incremental step up each year. We are working diligently to show continuous improvement so that the absolute rating for the 2009 report card is at least "Average" but hopefully "Good." (See attached copy of the Report Card)

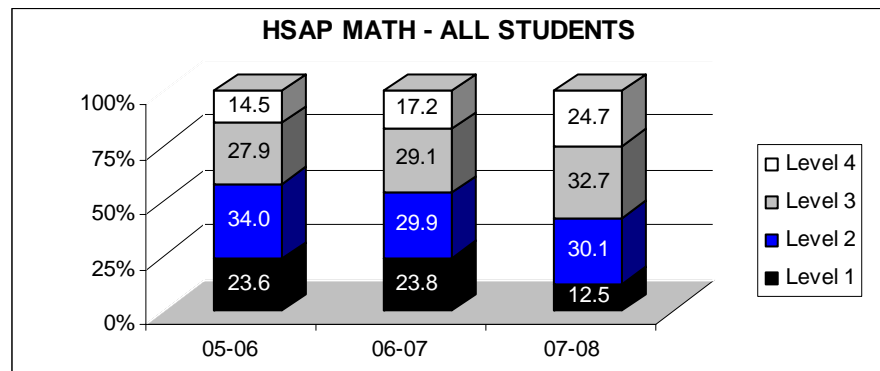
Beginning with the 2006-2007 school year, the SC State Department of Education added the percentage of students passing End of Course Tests as 20% of the School Report Card. Students take these state tests in English I, Algebra I, Physical Science, and US History. Our goal for this year is to move from a 64% passage rate to 68%.

Another standardized test mandated by the state is the HSAP test, a criterion-referenced test offered for the first time to second year high school students. The students of Woodmont High School are required to pass the High School Assessment Program (HSAP Exit Exam) in order to receive a diploma at graduation. Students take the exam for the first time in April of their second year in high school. Students must pass both an English Language Arts section and a mathematics section with a 2 or higher. Student achievement is rated 1-4 with a 1 being the lowest and a 4 being the highest. If the test is not passed on the first attempt, students have the chance to take the test in the fall and spring of their junior and senior year. We plan to move our first attempt passage rate from 81.2% to 85% this year.

Although not included in the State's report card rating system, the SAT and ACT averages are another way to check a school's student achievement. Some of our students take the Stanford Achievement Test (SAT). These students work to make a score that would make them eligible for admission to college. Students who are enrolled in Advanced Placement courses take tests in May. The scores awarded range from 1 to 5 with 5 being the highest. A score of 3 is necessary

in order for college credit to be earned. The ACT is structured a little differently and asks more questions about different topics than the SAT. Our students seem to prefer the ACT over the SAT.

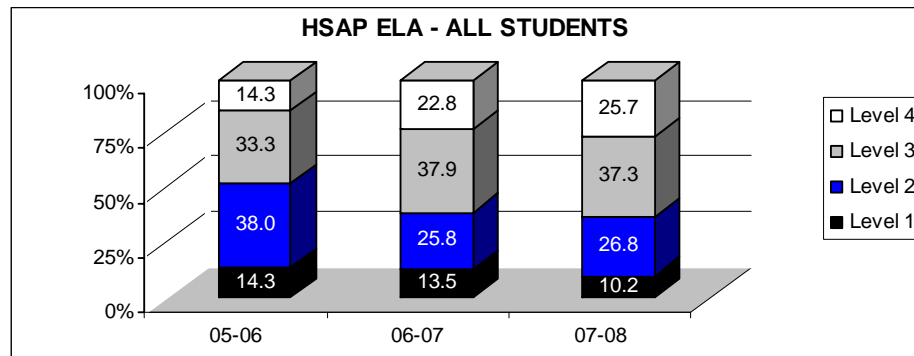
Overall Test Results



The new HSAP Exit Exam was administered for the first time in the 2003-2004 school year. First attempt results from the Spring of 2008 reflect improvement from the previous year. 87.5% of our students passed the math portion of the HSAP on their first attempt in 2008 which is up from 76.2% in 2007. Passing scores are from levels two, three, and four. Only 24.7% of our students scored in level four, the advanced level. Raising the rigor is a major part of our strengthening curriculum goal. If implemented seriously, we should see an incremental increase in students moving to the advanced level.

Goals and strategies have been implemented to help lower the amount of students not passing the math portion of the HSAP on their first attempt. Teachers are using the *American Book Company's Passing the South Carolina HSAP* test and a newly purchased *USATestprep* online resource to supplement their lessons. For the first time, Woodmont High School implemented practice HSAP testing using the released items from the state website. All second year students

were required to take part in this practice test four weeks prior to the real HSAP. Teachers are hoping the exposure to the test beforehand will help nervous students improve the first attempt passage rate. Because of a state grant, an after school Homework Center was also implemented in 2005-2006 to help struggling students with HSAP remediation. Regrettably, Woodmont High School did not qualify for this grant last year or this year.



89.8% percent of the students passed the English Language Arts section of the HSAP while 10.2% scored in the level one category known as Below Basic. Having 26.8% in the level two Basic category, is a concern. Even though these results are not satisfactory, our ELA scores have improved each year.

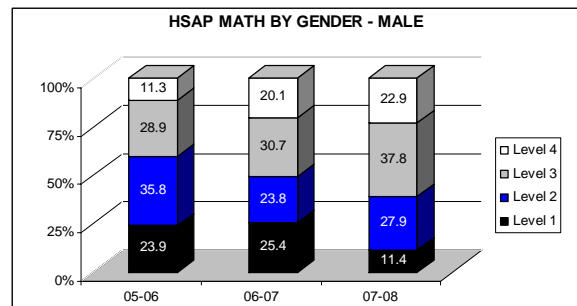
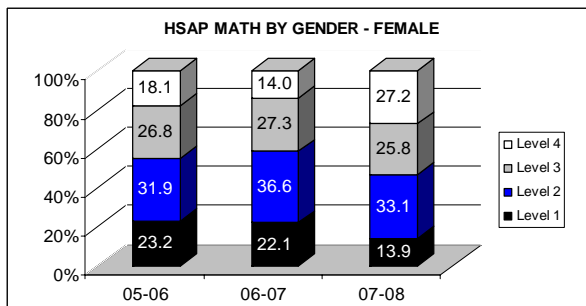
Starting in the 2004-2005 school year we implemented a “Drop Everything and Read” program and began training the staff in “Writing Across the Curriculum.” A consultant from the nationally recognized *Collins Writing Program* was hired to train our staff in developing thinking and writing strategies across the curriculum. With leadership changes, the Drop Everything and Read program was ended based on the majority decision of the faculty that it was not effective. While the faculty enjoyed the professional development provided by the Collins program, change and new initiatives hampered the continuous implementation of this program. Both

writing and reading across the curriculum are strategies we hope to formally implement in the near future.

In addition to placing experienced teachers in the freshman and sophomore classrooms, several strategies may be the reason ELA scores are improving. High stakes End of Course testing in English 1 ensures a good foundation prior to the sophomore year of English. Freshmen that received below basic scores on middle school PACT test not only received English 1, but also Accelerated Reading. English 1 and English 2 teachers work collaboratively to plan units of instruction so that standards are met. Whether it is MAP testing, action research, pretests/post-tests, and/or writing samples, data has helped drive instruction. These teachers also bring in other resources, HSAP workbooks and *USATestprep's* online material, that also assist in teaching the standards.

Overall Results Disaggregated by Gender

Below are graphs from the last three school years that show the breakdown of HSAP first attempt scores disaggregated by gender.



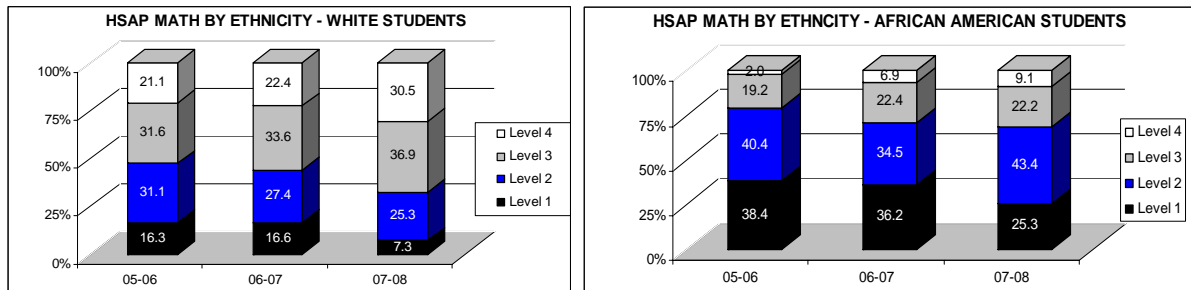
86.1% of female students scored in Level 2 or higher while 88.6% males scored in Level 2 or higher. Strategies have been put into place and additional resources have been purchased to assist our teachers. Teachers will supplement their English and math classes with *American Book Company's Passing the South Carolina HSAP*. The

school also plans to give practice HSAP exams at least four weeks prior to the HSAP. Practice test scores will be grades and redistributed to teachers and students. Results will disaggregated by the types of skills assessed so that student strengths and weaknesses can be targeted.

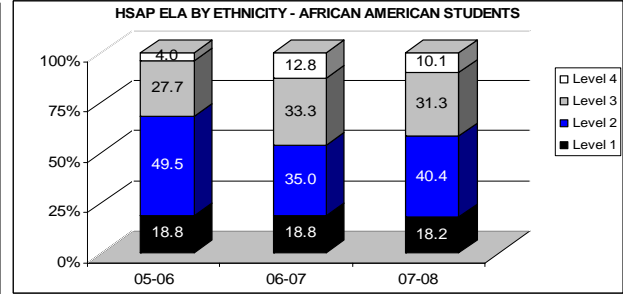
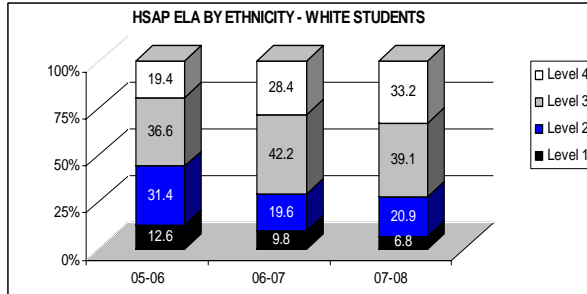
92% of females and 88.2% of males passed the English Language Arts portion of the HSAP test. Judging from the data above, the females are performing slightly higher than the males in English language arts however, the males are outperforming the girls in mathematics.

Results Disaggregated by Ethnicity

Below are graphs that show the breakdown of the HSAP First Attempt results separated by ethnic groups. When examining the passage rate by ethnicity there is a significant achievement gap in scores. As a faculty, we must develop strategies to narrow the gap.



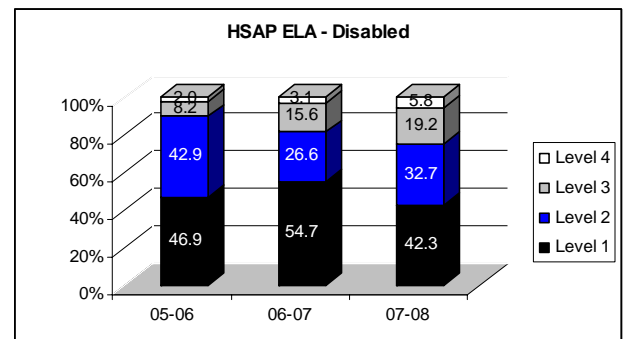
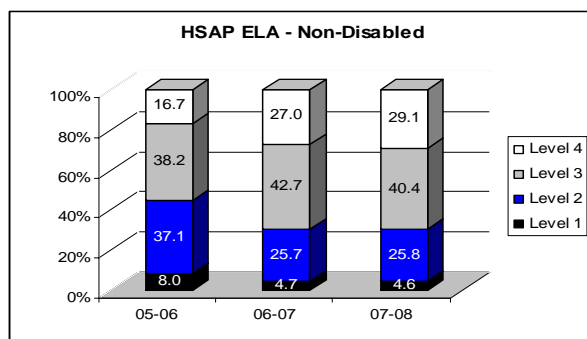
According to the graphs, there is an 18% achievement gap in the passage rate between minority students and non-minority students on the math portion of the HSAP. The achievement gap is somewhat smaller when comparing English language arts scores, an 11.4% difference.



More disaggregating of the data is necessary to determine the root causes of why the minority population continues to be significantly less successful in math.

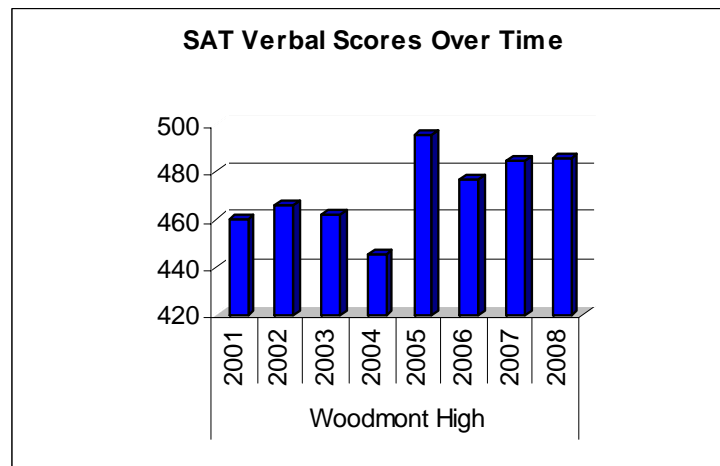
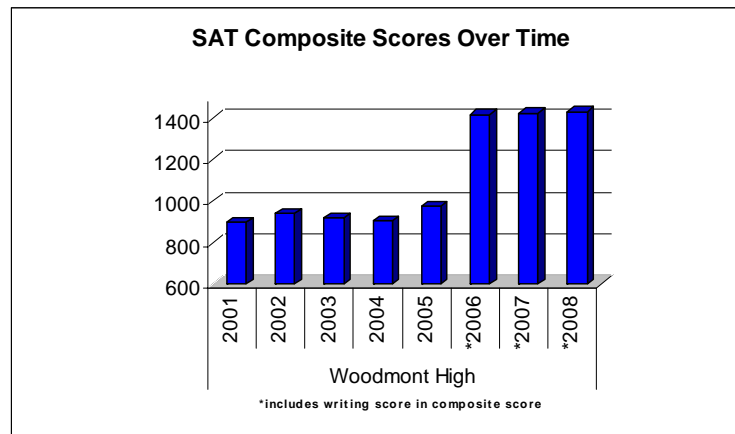
Results Disaggregated by Non-disabled vs. Disabled

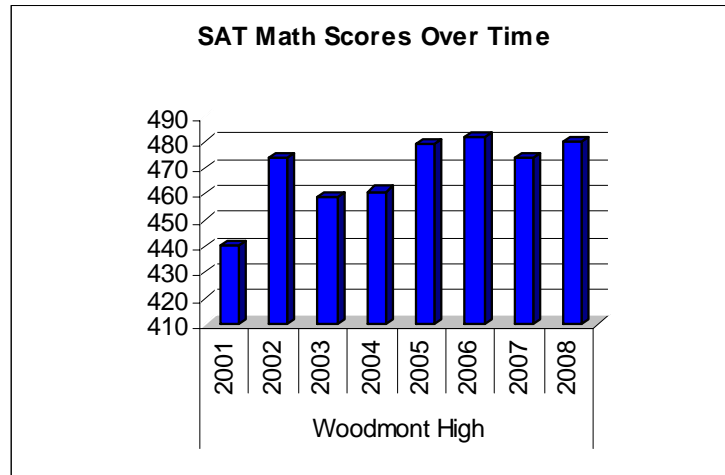
While it is somewhat expected, there is concern when analyzing the data comparing disabled students to non-disabled students. Resource teachers work diligently to assist students by scaffolding core content, especially math and English. Some of this data is skewed due to the fact that all students in their second year take the HSAP, including many of our disabled students that are not in regular education classes. Woodmont High School serves a large special education population, one of the largest in the district. While this may influence our school's achievement data negatively, we are very proud to be able to help educate our special needs students.



SAT Results

Students also participate in the Stanford Achievement Test (SAT). The following charts show student performance on the math and verbal sections of the test.





The SAT has been a weak point for our school but scores are beginning to improve even as more students take the test. The number of students making 1100 composite score or better is too few and prevents many of our students from getting into the college of their choice. In the 2007-2008 school year, only 22% of our seniors earned 1100 or higher on the SAT. To better equip students for the test, Woodmont High School offers an SAT preparation class as an elective and is open to any student wishing to take advantage of the class.

INFORMATION AND ANALYSIS SUMMARY

Overall Progress

Each year we continue to be more data-driven than ever before. We review our demographic data, gather perceptions data via questionnaires from students, parents, and staff. We also analyze student achievement results, all of which is displayed in the previous sections of our school portfolio. A summary of these results follows, along with our next steps. In the 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 school years, the Woodmont High School Staff has continued the process and updated the data. The

administration and staff will use the data to decide on appropriate instructional strategies.

What the Data Tell Us

Over the past three years, we can see that our demographics have changed. We know from census data in addition to this information that our population will continue to change. We must stay aware of our student and community populations so we can prepare to meet their needs.

Our questionnaire results are consistent across students, staff, and parents. They were positive. All three groups see Woodmont High School's strongest aspect to be the quality of instruction; however, more feedback from parent surveys is needed. Students from the junior class gave us a good understanding of the things they would like to see improved at our school. We will work on the school climate and environment for learning because students, parents, and staff indicated that we need to work on this aspect of Woodmont High School. Hopefully, the new school and increased retention rate of teachers will help as well. Results also reflected that we have a solid team ready to meet the needs of our students.

Our student achievement results indicate that we are doing an average job in all subject areas. While first attempt HSAP data and End of Course Data are above average, our longitudinal HSAP scores and graduation rate are not where they should be for a school like ours. We are driven staff constantly working for continuous improvement, and are motivated to do whatever it takes to make our students successful.

Next Steps

We must continue to gather and analyze our student achievement data, along with our questionnaire results and demographic data. In addition, we must filter the student achievement analyses down to the classroom levels, and make sure each teacher has her/his classroom's historical results on the first day of school. Staff members need to attend in-service sessions to help address implementing continuous quality improvement strategies for our school.

Quality Planning

Beginning in the fall of the 2002-2003 school year, the Woodmont High School Staff developed a vision that is shared by all. From this vision, we developed goals, objectives, and strategies for our students that are summarized in our comprehensive school-wide improvement plan. Woodmont High School is planning for a bright future. We are continuously improving and are seeking more ways to empower our students to become lifelong learners and productive citizens. We have worked towards a shared vision of what we want to look like in the future so that we can better prepare our students. Because improvement is always needed, we have continued the process of developing goals, creating objectives to meet these goals, and implementing strategies to obtain each objective in an efficient manner.

During the 2008-2009 school year, we plan to work on three broad goals (curriculum alignment, increasing rigor, improving the graduation rate) and seven major goals that will foster improved student learning across all disciplines. Each of these goals and

objectives are related to Greenville County's Education Plan and the state's Report Card. Woodmont High School decided to create a more narrow focus with goal setting. Because of our drop in the School Report Card rating, our goals have been centered around the four criteria evaluated by the State's Educational Oversight Committee. Woodmont High School's goals are to increase student performance in first attempt and longitudinal HSAP scores, increase the graduation rate, and increasing the amount of students passing their state mandated End of Course Tests. The fifth goal is to improve our school climate so that all stakeholders feel proud to be Woodmont Wildcats. NCLB requires that teachers are highly qualified in the subjects they are teaching. Ensuring that 100% of our teachers are highly qualified is our sixth goal. Goal seven focuses on broadening the IB program.

Goal 1: Improve the amount of students meeting the HSAP requirement by the spring year of their graduation two years later. (Action Plan Goal 1 and Goal 3, Objective 1)

The first of the six major goals is to improve student performance on the HSAP. Our objective is to see the percentage of students satisfying their HSAP Exit Exam requirement by their senior year increase from 87% to 91%.

We have and will continue to implement several strategies to meet our objectives. First, and foremost we will continue to align our curriculum to the state standards. Supplemental materials addressing HSAP strategies will be purchased for our teachers to assist them in preparing their students for the test. In addition to this, we have initiated the planning phase in preparation for implementing a reading and writing across the curriculum program. Two years ago, a consultant was brought in from the nationally known Collins Writing Program to provide professional development to our teaching staff.

After attending a workshop at the High Schools That Work conference over the summer of 2008, one of our math teachers has taken on the responsibility of preparing our school to implement strategies for reading and writing across the curriculum.

Teachers will examine the HSAP rubrics and learn to incorporate them in their own content area. It is noted that more professional development will be needed to help our teachers with teaching reading and writing. Disciplines outside of the English department will be encouraged to implement more use of novels that supplement their content area throughout the entire year. Research done by Rona F. Flippo, Jim Burke, Rosemarye Taylor, Valerie Collins and Elaine K. McEwan, suggests that increased reading has positive effects on increasing one's vocabulary, building and adding new concepts, and increasing comprehension levels. Teachers modeling and teaching reading strategies should have a profound impact on our students reading and comprehension abilities over the time of their high school careers.

Increasing the instructional use of scientific and graphing calculators is another strategy we will use to help our students succeed in their first attempt on the HSAP. Our corporate partner, Michelin, purchased fifty scientific and graphing calculators to ensure availability to those students that can not afford their own. Math teachers were also given Promethean Boards to assist them with incorporating technology into their lessons. Two teachers will attend the TI Mathematics Conference and the Greenville County Technology Conference to keep abreast of the latest technology.

Woodmont High School will offer semester HSAP remediation courses for senior and junior students needing to repeat one or more sections of the Exit Exam. Another academic opportunity for our students needing to pass the HSAP is the Michelin Tutoring Program. Michelin has provided great help with a volunteer one-on-one

tutoring program. Michelin volunteers are matched with those seniors or juniors still needing the Exit Exam to graduate. A “meet and greet” breakfast was held for the first meeting between tutors and students at the beginning of the year. At this time a schedule was built for tutoring times. Equipped with supplemental Exit Exam materials, these tutors visit their student one hour a week helping review the material needed for mastery. So, far this program has been a great success for our seniors. Because of their support to our students, on Friday, October 10, 2008, Michelin received the SC-ASCD’s *Friend of Education Award*.

One-day workshops or cram-sessions will also be mandatory for seniors and selected juniors not passing one or more sections of the exit exam. One week before the retest, these students will be pulled out of their classes to attend an all day cram session to review the exit exam material. One English teacher and two math teachers will review with these students and give tips on test taking strategies.

Goal 2: Increase the percentage of students passing state mandated End of Course Tests. (Action Plan Goal 2 Objective 1)

Beginning in the 2006-2007 school year, 20% of the School Report Card measures the passage rate of state mandated End of Course Tests. These online tests are taken the last few weeks of the course. Currently, these state tests are offered in English I, Algebra I, Physical Science, and US History. It will be imperative that experienced teachers with knowledge of the curriculum are assigned to these courses. Because these tests are only two to three years old, not much is known about them. Supplemental resources will have to be purchased. This year we purchased USA Testprep’s online review material as an added resource for our students and teachers to use. In addition, we continue to use *American Book Company’s Guide to Passing the SC End of Course Tests*.

Another resource that will help with these classes is the MAP Testing program purchased by the District. This online testing program helps diagnose a student's ability level in the beginning of the year and helps target his/her instructional goals for improvement. In the next few years we hope to find a correlation between MAP *RIT* scores and End of Course Tests scores. This data will help us to identify those students that will need the most help preparing for the test.

On the 2008 State Report Card, Woodmont High School's End of Course Passage rate for all subjects was 64%. The bar has been set higher for this year's results. Woodmont High School's goal for the 2009 passage rate is 68%. Many of our teachers are in their third year of teaching these high stakes courses and know what is expected to pass the exams. While it is likely that we will meet this year's goal, the challenge lies with our US History classes. After being piloted for three years (2006-2008), this year scores will count towards students' final grades and will also count towards the school Report Card.

Goal 3: Improve the amount of students passing the HSAP on their first attempt. (Action Plan Goal 3, Objective 1)

Our goal for 2007 was to raise the first attempt from 73.4% to a minimum of 78%. The students exceeded this goal earning an 81.2% first attempt passage rate. Strategies have been implemented to help our students maintain this passage rate.

Even though students are used to taking standardized tests by the time they enter high school, taking the exit exam for the first time can be intimidating. To help give students a jump on their first attempt, starting in the spring of 2006 we provided the state's *Released Items* from the HSAP as a pretest four weeks prior to the real exam. Teachers have been trained in using the scoring rubric for the extended response and the constructed response items. Students will get their results from the practice test and receive feedback from

English and math teachers at least two to three weeks prior to the test. Teachers will use item analysis to target student deficiencies.

Math and English teachers were given resources from *Tests for Higher Standards* and *American Book Company's Passing the SC HSAP* and released items from the state website to supplement their curriculum standards. An online resource by USATestprep was also purchased in the fall of 2008. Training and practice will be needed to get full use of this product. As the HSAP exam becomes more familiar, we feel that our teachers and students will make the necessary adjustments to improve our first attempt passage rate and longitudinal passage rate.

Goal 4: Increase the graduation rate (Action Plan Goal 4, Objective 1)

Improving our graduation rate is crucial to our success and is our number one priority. Last year, 2007-2008, the graduation rate decreased to a five year low from 59.3% to 54%. Our target goal for 2009 is at least 63%. Many new strategies have been put into place to prevent students from dropping out. Action Plan Goals 1 and 3 help students pass the HSAP Exit Exam and will also help increase the graduation rate.

National, state, and district statistics show that repeating the ninth grade increases the likelihood of a student dropping out of high school. Therefore, it is critical to give the ninth grade special attention. Woodmont High School started a Freshman Academy in the 2003-2004 school year to ease the transition from middle to high school. After implementing a rigid 4X4 block schedule, the Academy was ineffective partly due the inability to team students appropriately. Thankfully, our district allowed us to create a modified block schedule in which the Freshman Academy could skinny its classes into sections of 45 minutes. This enables students to be teamed with

their four core teachers, giving them the support they need in their transitional year from middle school to high school. Within the Academy, students take their core classes in one area of the building so that the core group of teachers can become more familiar with their set of students. However, with two end of course required state tests being given to freshman, the rigor will only increase. These teachers realize that the management of their students is critical and that success must be awarded.

Drop outs are usually students that fall behind in credits and lose hope of graduating on time. Our 4X4 block schedule helps tremendously. The School District of Greenville County instituted APEX Learning's Credit Recovery to also assist students needing credit. This program is an on-line standards based program in which students can retake classes they have failed. This ability to "catch up" with their age appropriate peers sometimes prevents the number of drop outs.

Another method for preventing the amount of drop outs is to target the "at-risk" male population of the school. Students are targeted and are paired with a mentor from the community. This program is called "A Few Good Men." Because this program has been successful for so many young men, we also plan to implement "A Few Good Women" by the end of this year. It is our hope that providing these at-risk students with a positive adult role model in the community will help them better prepare for their future.

Woodmont just received confirmation that a state grant written last year was awarded. Beginning in late October 2008, the action plan will be initiated to unite at risk freshmen with mentors. Mentors can range from community members, teachers, and selected upperclassmen. Grant monies will pay a stipend to an overseer to the program to facilitate progress and to track effectiveness.

Providing incentives is another way to promote future success. Not all students are motivated intrinsically to achieve academically, however earning external incentives can be a factor that influences students to succeed. We are in the process of instituting a Renaissance incentive program for the 2008-2009 school year. Members on the committee worked over the summer to involve businesses from the surrounding community. Without funding from our State, incentives and rewards will have to come from these sponsors. Incentives are also provided to students at the end of first semester and at the end of the year through an Academic Awards Program.

Often poor attendance can hamper a student's ability to perform. This year, 2008-2009, we are keeping a close watch on student attendance. Parents of those students missing school are notified via a school voice recorded phone message. The current administration has tightened up the school's attendance policy. Holding students accountable may have contributed to a lower graduation rate. It remains to be seen if this tighter policy will hurt our graduation rate this year. Although it may, the staff feels that once the standard is clear and students are held accountable for their attendance, future student absences will decrease. Students and parents must be held accountable for their attendance at school as it directly relates to their academic success.

Goal 5: Improve school climate (Action Plan Goal 3 Objective 1)

The fifth goal is to improve the school climate so that all stakeholders feel proud to be Woodmont Wildcats. Our annual objective is to increase Woodmont High School's identity so that it is equal with the overall perceptions of The School District of Greenville County. At the end of the 2007-2008 school year, Woodmont received Red Carpet status from the SC State Department of Education. This award clearly indicates that we are on the right track to providing a welcoming and friendly environment. Our school website has also

received praise from the district level. Providing accurate and up to date communication to our stakeholders helps create an informed and welcoming environment.

In addition, we must provide a rigorous academic program that motivates our students to become lifelong learners and productive citizens. Negative perceptions of neighboring communities will not change until all stakeholders, especially students, take an active role in helping improve the school report card. Students and parents must be informed on a continual basis of the goals and the progress being met. This is done in several ways. Woodmont High School has implemented a student led “Cats Corner” video broadcasting show every Thursday to inform students of upcoming events, school programs, and progress that has been made by individuals or groups. Parents are also invited to meet with their student’s teacher advisor each year to go over the scheduling process. In these Saturday conferences, parents receive transcripts and share concerns about course offerings for the next school year.

Students need to feel safe and welcome in their school. A Disturbance Response Team was implemented in November 2004 to help curtail major school disruptions. A team of 37 staff members were trained in first aid, CPR, and strategies for quelling arguments so that when needed, they can respond. Each member was given a school radio to help communication efforts around the campus. When a “code red” is called over the radio, members that are not teaching at the moment immediately report to the designated problem area. Students are well aware that creating disruptions will result in a large team of faculty members converging on the scene. Students are also very well aware that disrupting school is an offense that can result in their arrest.

We also felt that the campus needed to be welcoming to the students. The gym is open each morning for those students wanting to play

intramurals before school starts. Intramural sports include volleyball, flag football, basketball, dodge ball, and softball.

One of our professional development goals last year was to increase the collegiality amongst our staff members. Creating a professional learning community has been a success. Teachers have participated in more professional development than ever and have done so with an active role. In March of 2007, teachers participated in the Teachers Observing Teachers and Students initiative in an effort to support and learn from each other's instructional practices. We hope to build on this initiative by not only observing other teachers, but also by analyzing each other's assessments.

Currently, Woodmont High School has a School Improvement Council. SIC membership has grown and seems to represent most of the community. The council includes parents, business partners, parents of up-coming students, a guidance counselor, two teachers, and two administrators. This team has done a tremendous amount of work to help publicize Woodmont High School in a positive light. Uniting with local realtors, Rotary Clubs, the Chamber of Commerce, and local businesses has been a top priority.

Hopefully, these new strategies will help to provide an environment that is welcoming and conducive to student learning.

Goal 6: Ensure that teachers are highly qualified in the subjects they are teaching. (Action Plan Goal 6, Objective 1)

According to the Division of Educator Quality and Leadership, highly qualified teachers have earned at least a bachelor's degree, demonstrated content knowledge in each core content area he/she teaches, and do not have any waivers of the requirements for full state certification. In the 2004-2005 school year, 82% of Woodmont High

School's teachers met this requirement. 95.8% were highly qualified last year (2007-2008). The goal set for the 2008-2009 school year was to ensure that 100% of our teachers are highly qualified and highly certified in their teaching area. Most of the problems are stemming from the time it takes PACE teachers to satisfy their professional development requirements and passing their Praxis assessment.

Goal 7: Increase the percentage of students participating in the AP and IB program while also improving the AP/IB Exam passage rate (Action Plan Goal 7, Objective 1).

Although most of the focus in the school centers around helping the below basic and basic students, many resources have been spent on the honor's program as well. Five years ago, Woodmont High School gained IB status and has seen the somewhat small program blossom over the years. In addition to the International Baccalaureate Program requirements, sophomores also take Advanced Placement Tests in preparation for IB courses. In the 2007-2008 school year, Woodmont High School offered English Literature, English Language, Calculus AB, Biology, Chemistry, Human Geography and US History as AP classes. The courses offered for IB include: Theory of Knowledge, English HL, Math Studies, Biology HL, History of the Americas, Art, and Spanish. Two hundred twenty six students took between one to four AP exams. 17.3 % of the 226 exams were passed with a grade of three or higher. We were disappointed to see a fall in passing percentage from 29% (2007-2008), but were pleased to see a dramatic increase in AP enrollment. A possible reason for the drop is the increase in enrollment in students who are experiencing AP classes for the first time. A large percentage of students took AP Human Geography and due to several faculty changes beyond our control, the teacher had no experience or training in teaching AP Human Geography. We hope this class improves to the standard that Woodmont has grown accustomed to. Our goal is to keep increasing our AP enrollment while raising our passage percentage back to 22%.

School Action Plan

The Woodmont High School Action Plan is attached and provides detailed information about the seven goals, including the person responsible for each strategy, monies used for the strategies, and a timeline for starting and completing each strategy.

Planning Time

Most of our planning time is scheduled for after school. These after-school meetings include three to four meetings per month and various district meetings. In addition, we have a minimum of five days per year for planning and professional development. This year, teachers have sacrificed one Thursday a month for staff development during planning periods. Staff development involves implementation of school goals, grade level meetings, department meetings, and best practices for teachers. Five areas were addressed this year and have been implemented into this year's 2008-2009 professional development calendar: assessment, building a collegial atmosphere, differentiation, technology, and Learning Focused training.

Impact

We expect that working under the umbrella of one comprehensive school-wide improvement plan will result in a significant increase in student performance and lead to the realization of our vision.

Summary of Progress

We recognize that a comprehensive school-wide improvement plan can help make our vision a reality. We also know that if we do not look closely at our school data and identify root causes, we are at risk

for doing the same things we have always done, getting the same results we have always gotten. We have incorporated study and planning time into our plan for this purpose. We are excited to have a plan that everyone cares about, believes will increase student learning, and will help us implement the vision – together.

Next Steps

We must keep up the momentum to use the plan to implement our vision in every classroom. We need to revisit the plan regularly to make sure we are implementing it in the most efficient and effective manner. Most importantly, the staff at Woodmont High School will need to commit to staying at this school so that continued progress can occur.

PROFESSIONAL DEVELOPMENT

Overview

Learning never ceases for a teacher who is committed to providing excellent instruction. Students benefit from teachers who are, themselves, still students. Teachers must continuously refine their instructive talents through meaningful seminars or coursework beyond defined degree programs. While advanced degrees are no doubt advantageous, teachers must also follow avenues of thought which keep their minds fresh, their attitudes revived, and their empathy for students intact.

Learners cannot learn from teachers who have forgotten how to learn, and detachment from the learning process can render a teacher ineffective. Thus, a principal who wishes to foster a faculty that can

teach remarkably well is insightful enough to recognize that professional development is invaluable.

The administration at Woodmont High School advocates quality professional development through Wednesday afternoon faculty meetings, through outside consultants who offer instruction in teaching methodology that is recognized as current and sound, and through numerous opportunities for faculty to attend professional conventions and curriculum development seminars, both locally and nationally.

Many of the outside training opportunities in the 2005-2008 school years occurred during planning periods, teacher workdays, over weekends, or were scheduled for the summer. The new administration feels that student success depends on keeping teachers equipped with the latest instructional strategies that are proven to help student achievement. Woodmont High School will provide ongoing professional development throughout the year and will participate in as many outside workshops as budget restraints permits.

Rationale

As with any successful means of assistance, a remedy satisfies the actual need. The professional development plan for Woodmont High School High is structured upon an understanding of specific student academic needs and those needs that teachers have expressed interest. Woodmont High School students are entitled to instruction which challenges them to achieve their utmost potential. Special education students, remedial students, average students, college preparatory students, and honors or advanced placement students are all entitled to well planned instruction from teachers who understand how to address their specific needs.

The student achievement section of this portfolio accurately indicates that instruction at Woodmont High School must fulfill state curriculum requirements, yet also enable students with diverse learning styles and ability levels to become, at minimum, grade level proficient in core academic subject areas. Hence, teachers must provide instruction that is individualized as well as curriculum based, and weekly Wednesday faculty meetings are a forum for the principal and faculty to make these determinations: the principal's strategy for leadership is clarified, test score data is analyzed, best teaching practices are shared, and colleagues may collaborate to tailor curriculum that will enhance school wide academic performance.

As teachers return from professional development experiences outside of school hours, they bring with them to Wednesday and Thursday meetings additional information that is helpful to colleagues seeking to develop quality unit and lesson plans.

Evaluation of Effectiveness

The administration at Woodmont High School visits classrooms and provides immediate written observations to offer suggested methods of continued improvement, as well as to celebrate classroom instructional achievements. In addition, teachers submit personal evaluation portfolios at the close of the school year which include timelines of professional development that they seek individually. The timeline included in this section of the Woodmont High School Portfolio reflects those professional development opportunities initiated through administrative leadership.

Training, attending teaching methodology seminars, attending professional organization conventions, and the opportunity to work closely with colleagues at Wednesday afternoon meetings and monthly Thursday meetings will ensure a successful year at Woodmont High School.

Continued Quality During the 2008-2009 School Year

In the 2008-2009 school year, the goal of Woodmont High School is to properly train faculty in the Learning Focused Model and to send another large team of teachers to the High Schools That Work summer conference. Faculty members will also be provided training on assessment, professional learning communities, differentiation, technology, instructional practices. They will also seek out training on best practices within their own subject areas. All faculty members have been trained in and are expected to use the InteGrade Pro software. Teachers are also using ClassXP to record daily student attendance.

Woodmont High School Professional Development Opportunities School Year 2008-2009

Date	Colleagues Included	Description
June/July	Individual staff members	Greenville County Summer Academy professional development sessions
June/July	Individual staff members	Develop curriculum guides
June/July	Math Department members	Develop curriculum guides, pacing guides, and common assessments
July	Individual staff members	Greenville County Technology Conference
July	Ellenberg, Smith, Patterson, Kohl, Childress, Imperati, Spain, Branham, Cauble	High Schools That Work Conference
August 5	Patterson, Norris, Jenkins,	Freshman Academy goals

	McKamy, Norman, Horn, Elliott, Martin, Crisp, Raymond, Jurkiewicz	and procedures
August 11	New Teachers to the building (15)	Woodmont 101, expectations, procedures, traditions, tour, needs and requests
August 13	Faculty Members (All)	Faculty Meeting: School goals, Instructional procedures, Class XP, syllabi, pacing guides and common assessment requirements
August 14	Individual staff members	District Meetings
August 15	Faculty Members (All)	Creating Teacher Websites
August 18	15 Faculty Members	Corporate partnership: Tour of Michelin facility and luncheon
August 18	Faculty Members (All)	Departmental Meetings
August 22	Faculty Members (All)	InteGrade Pro training for the use of electronic grading during planning periods
August 27	Norris, Jenkins	District Instructional Coach Meeting: "Strengthening our Roots"
September 3	Faculty Members (All)	Faculty Meeting: United Way and District Accreditation and QAR Visitation
September 4	New Employees	District Reception and Information Fair
September 5	43 Faculty Members	Teacher Tailgating Social
September 5	Freshman Academy and Special Education Teachers	Proctoring MAP Testing
September 9	Jenkins, Morris, Saunders	End of Course Test Strategies for US History
September 17	Faculty Members (All)	Learning Focused Training Session 1
September 24	Faculty Members (All)	Departmental Meetings pacing guides and common assessment requirements
September 25	Faculty Members (All)	TOTS (Teachers Observing

		Teachers and Students) during planning periods: QAR Overview
September 29	Jenkins, Norris, Imperati	Curriculum Planning
October 1	Faculty Members (All)	Faculty Meeting: Performance Assessment System for Teachers
October 2	Science Department Members	Grade Weighting in IG pro with Cathy Arnold
October 8	Teacher Advisory Committee members	TAC Meeting: Progress, Structure, Curriculum, Needs
October 10	Jenkins, Norris	SC-ASCD's conference on Silver's Teaching Strategies
October 13	Jenkins, Norris, Imperati	Curriculum Planning
October 14	Sims, Kipper	Vertical Teaming Family and Consumer Science Meeting
October 15	Jenkins, Norris	MAP Training
October 16	Jenkins, Martin, Norris	USATestprep Training
October 17	Faculty Members (All)	Faculty Meeting: Redo Policy, AYP Data, QAR visitation Departmental Meetings: Common Assessments
October 17	Fine Arts Department	Woodmont hosts the District Fine Arts prof. dev. workshops
October 22	Faculty Members (All)	Departmental Meetings
October 24	Faculty Members (All)	TOTS (Teachers Observing Teachers and Students) during planning periods: Goals and strategies
October 27	Jenkins, Norris, Imperati	Curriculum Planning
October 28	Faculty Members (All)	Quality Assurance Review
November 5	Faculty Members (All)	Faculty Meeting: Informal Assessment Strategies
November 6	Jenkins, Norris	District Instructional Coach Meeting:
November 10	Jenkins, Norris, Imperati	Curriculum Planning
November 12	Teacher Advisory Committee members	TAC Meeting: Progress, Structure, Curriculum,

		Needs
November 13	Faculty Members (All)	TOTS (Teachers Observing Teachers and Students) during planning periods: Assessment Strategies
November 19	Faculty Members (All)	2008 State Report Card Results, new goals, and strategies
November 20	Faculty Members (optional)	United Streaming and uses of the Media Center
November 24	Jenkins, Norris, Imperati	Curriculum Planning
December 3	Teacher Advisory Committee members	TAC Meeting: Progress, Structure, Curriculum, Needs
December 8	Jenkins, Norris, Imperati	Curriculum Planning
December 10	Faculty Members (All)	Faculty Meeting: Learning Focused Training Session 2
December 17	Faculty Members (All)	Departmental Meetings
January 5	Jenkins, Norris, Imperati	Curriculum Planning
January 7	Faculty Members (All)	Faculty Meeting: Semester Exams and Assessment
January 8	Jenkins, Norris	District Instructional Coach Meeting:
January 14	Teacher Advisory Committee members	TAC Meeting: Progress, Structure, Curriculum, Needs
January 16	Faculty Members (All)	Faculty Meeting: Learning Focused Training Session 3
January 21	Faculty Members (All)	Faculty Meeting: Evaluating Data from Common Summative Assessments
January 26	Jenkins, Norris, Imperati	Curriculum Planning
January 28	Faculty Members (All)	Departmental Meetings
January 29	Faculty Members (All)	TOTS (Teachers Observing Teachers and Students) during planning periods: Wormeli and differentiation
February 2	Jenkins, Norris, Imperati	Curriculum Planning
February 4	Faculty Members (All)	Faculty Meeting: Differentiation and Tiered Assignments and Student

		registration training
February 5	Jenkins, Norris	District Instructional Coach Meeting:
February 11	Teacher Advisory Committee members	TAC Meeting: Progress, Structure, Curriculum, Needs
February 18	Faculty Members (All)	Faculty Meeting: Learning Focused Training Session 4
February 23	Jenkins, Norris, Imperati	Curriculum Planning
February 25	Faculty Members (All)	Departmental Meetings
February 26	Faculty Members (All)	TOTS (Teachers Observing Teachers and Students) during planning periods: Wormeli Differentiation and Assessment
March 4	Faculty Members (All)	Faculty Meeting: Informal Assessment Strategies
March 5	Jenkins, Norris	District Instructional Coach Meeting:
March 9	Faculty Members (optional)	Soundzabound and Movie Maker during planning periods
March 9	Jenkins, Norris, Imperati	Curriculum Planning
March 11	Teacher Advisory Committee members	TAC Meeting: Progress, Structure, Curriculum, Needs
March 18	Faculty Members (All)	Faculty Meeting: Using the HSAP Rubrics: Extended Response and Constructed Response
March 25	Faculty Members (All)	Departmental Meetings
March 26	Faculty Members (All)	TOTS (Teachers Observing Teachers and Students) during planning periods: Informal Assessment Strategies
March 30	Jenkins, Norris, Imperati	Curriculum Planning
April 1	Faculty Members (All)	Faculty Meeting
April 18	Faculty Members (All)	Faculty Meeting
April 20	Jenkins, Norris, Imperati	Curriculum Planning
April 22	Faculty Members (All)	Departmental Meetings: Creating Common Assessments (Final Exams)

April 30	Faculty Members (All)	TOTS (Teachers Observing Teachers and Students) during planning periods: Differentiation
May 4	Jenkins, Norris, Imperati	Curriculum Planning
May 6	Faculty Members (All)	Faculty Meeting: Next Steps?
May 7	Jenkins, Norris	District Instructional Coach Meeting:
May 13	Teacher Advisory Committee members	TAC Meeting: Progress, Structure, Curriculum, Needs
May 18	Jenkins, Norris, Imperati	Curriculum Planning
May 20	Faculty Members (All)	Faculty Meeting: End of Year Exams and Reflection
May 27	Faculty Members (All)	Departmental Meetings: Exams and Reflection on the Year
June/July	Individual staff members	Greenville County Summer Academy professional development sessions
July	Freshman Academy Teachers	National High Schools That Work conference: Atlanta

LEADERSHIP

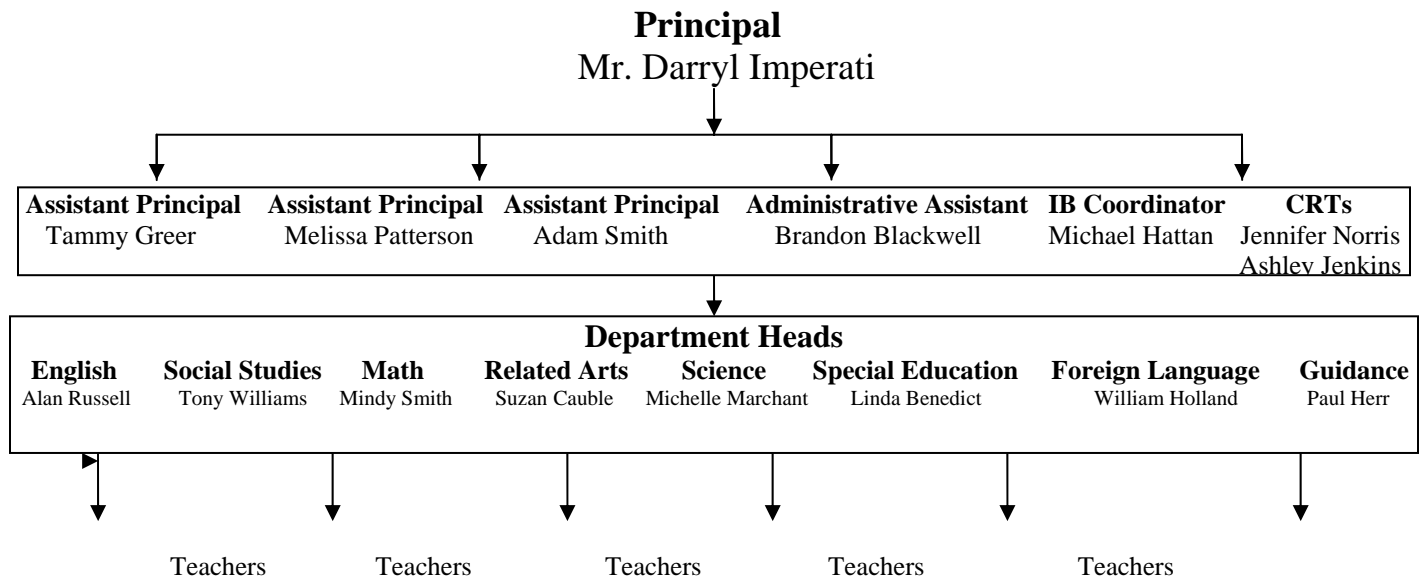
Woodmont High School has seen a significant transition in leadership. In fact out of the forty-two year history of the school, there have been 15 principals. Woodmont High School principal, Mrs. Jeannie Monson, was principal of our school for two and a half years. Mrs. Jeannie Monson was reassigned to another position within The School District of Greenville County in November of 2003. Mr. Harold Batson was assigned as interim principal to finish out the remainder of the 2003-2004 school year. The School District of Greenville County selected Dr. Randy Reagan as the new principal for Woodmont High School for 2004-2005. Dr. Randy Reagan

resigned his position in September of 2006. Because of this, Mr. Leroy Hamilton was assigned to be the interim principal for Woodmont High School for the remainder of the 2006-2007 school year. His years of experience and knowledge of this area helped stabilize the school even in time of transition.

With Mr. Darryl Imperati now in place, we feel the school has a quality instructional leader that has the ability to move the school in a positive direction. The environment is one of encouragement and respect. Consistency in leadership will foster an environment of stability. Stability and consistency will allow the staff to continue building upon the same best practices, strategies, and goals overtime.

After our self-assessment on the Leadership Continuous Improvement Continuum, everyone recognized that we needed greater staff buy-in if decisions are to lead to substantial school improvement. Faculty also realized that we needed a leadership or decision-making structure that would help us implement the vision. The Teacher Advisory Council meets monthly with Mr. Imperati to discuss issues surrounding the goals of our school. This decision-making structure was designed to clarify how decisions would be made and by whom. This structure is described on the following pages.

2008-2009 School Year



Decision-making Structure

The Leadership Team

A portfolio leadership team, made up of the principal and leaders of each of the action teams, was established to—

- coordinate the work of the different committees
- keep everyone informed about the work of all committees
- integrate the findings and recommendations of committees
- schedule time during faculty meetings for discussion of recommendations as they were being developed, therefore, allowing input into the recommendation early in the process

The initial portfolio team consisted of: Jeanie Monson, Sheri Abel, Jeff Brabham, Linda Benedict, Debbie Maxwell, Amy Moore, Ashley Jenkins, and Mike Noel. This team was established for the 2002-2003 school year. The administrative team as shown in the chart was updated for the 2008-2009 school year. The daily communication

process is shown in the chart above. It was the responsibility of the portfolio leadership team members to inform their teams of leadership team discussions, and to bring concerns back to the leadership team to be dealt with before these concerns became full blown disputes.

Committee Structure

We created teams to study approaches to implementing the vision and to recommend a plan within each area because we really wanted the action plan to be owned by everyone in the same way that the vision is shared. The teams were led by each member of the portfolio leadership team. We also felt that if we could effectively communicate each team's acquired knowledge, the entire school community could grow as a result.

Daily communication starts with the principal and is disseminated down to the teachers. The principal communicates to the administrative team. The assistants communicate to the department heads. Finally, the department heads share information with their department.

The Freshman Academy is run like a school-within-a-school. An Administrator, Melissa Patterson, as well as the Freshman Academy Instructional Coach, Ashley Jenkins, communicates to the teachers and to the team leaders. Each team consists of a teacher from the four core content areas. These teachers are still members of their content department, but work closely together to improve the quality of learning for the freshmen students.

Summary of Progress

The Woodmont High School staff has made great strides in establishing a vision, an effective leadership structure, and by successfully making major decisions using the new shared decision-

making process. All decisions are based on our guiding principles. Whenever we come to a point of deciding whether to go one way or the other, we revisit our guiding principles, and we know exactly which way the decision must be made. The rule of thumb with our decision-making structure is: when a potential decision will impact others, those people need to be involved in the decision. For instance, if a decision were pending that would impact all staff members, that decision would need to be considered by the leadership team or department heads and then presented to the full staff. Even if the leadership team is not utilized to make a decision, all action team decisions are reported to the leadership team and most of the time to the full staff.

Next Steps

- Secure a principal and administrative staff that is willing to stay more than five years
- Woodmont High School must lower its teacher turnover rate and hire the most qualified teachers available.
- We need to stay focused!
- We need more involvement from the school community in planning and implementing school goals.
- We need to continue to support and create a collaborative school community atmosphere.
- We need an ongoing evaluation process to ensure that our leadership structure continues to support the vision and mission of the school.

PARTNERSHIP DEVELOPMENT

Woodmont High School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new

strategies for our community, which will help us and our children meet the challenges of a fast-paced, ever-changing world.

Recognizing that outside involvement is one of the greatest contributors to student success, our school decided to convene a team to develop strategies for increased parent and community involvement. We have determined, given our community's demographic profile, that we need to provide some well-placed support for our students' families so that they, in turn, can support their children's education. Ultimately, we would like to have a clearly articulated partnership structure for the school, so that our partners' efforts directly impact our students' success in school and in life. One way in which this has been implemented is to initiate a mentoring program titled "A Few Good Men". This program is in the fourth year of implementation. It brings in outside lay people to mentor some of our at risk students. We envision much success with this endeavor.

Michelin has been a constant force of support for Woodmont students. Tutoring, mentoring, job shadowing, and financial donations are just a few of the initiatives Michelin does for us. Because of their unwavering support, they were nominated for the SC-ASCD's Friend of Education Award in 2008. On October 10, 2008, Michelin received the award at the opening ceremony of the fall SC-ASCD meeting.

Food Lion has also expressed interest in uniting with Woodmont. Donating items for celebrations and sponsoring athletic boosters has been their first step to forming a partnership.

We have developed a partnership plan, as a part of our comprehensive school-wide improvement plan, to ensure that our partners have the opportunity to contribute to and benefit from these efforts. It is our belief that our students have much to give to, as well as learn from, their community. We have established an effective School

Improvement Council (SIC). For the past several years, this group has worked tirelessly to build relationships with local businesses.

Our current partnerships are described below.***Huge Contributing Partner

Title	First Name	Last Name	Job Title	Company	Address1	City	State	Postal Code	Home #	Work#
Mrs.	Gail	Barton	Contact- Tire Testing Prototype & Production	***Michelin America's Research & Development Corporation	515 Michelin Road	Greenville	SC	29605		422-4976
Mr.	Tony	Harder	parent	PTSA President	128 Holly Drive	Pelzer	SC	29669	243-2298	
Mrs.	Karen	Chambers	parent	Woodmont High School	140 Painter Road	Pelzer	SC	29669	845-3750	
Mr.	Dan	Moravec	School Board Member	Greenville County	3 Wandflower Court	Simpsonville	SC	29680	228-7455	
Mr.	Roger	Meek	School Board Member	Greenville County	6 South Valley Lane	Greenville	SC	29611	233-8587	
Ms.	Leola	Robinson	School Board Member	Greenville County Schools	19 Prince Avenue	Greenville	SC	29605	250-8432	
Ms.	Kathie	Karls	Human Resource Manager	3 M	1420 Perimeter Road	Greenville	SC	29605		
Mr.	William	Gregg	Family Service Coordinator	Urban League of the Upstate		Piedmont	SC	29673		
Mrs.	Marilyn	Hendrix	Campus Director	Greenville Technical College Brashier Campus	PO Box 5616	Greenville	SC	29606		228-5000
Mr.	David	Mihalic	Athletics Booster	Booster Club	11 Braywood Court	Simpsonville	SC	29680	963-2001	
Mrs.	Carolyn	Joy	Restaurant Owner	Business Partner	851 Garrison Road	Pelzer	SC	29669	233-5048	
Mrs.	Becky	Hamor	Former Administrator		302 Golden Grove Circle	Piedmont	SC	29673	845-5666	
Mrs.	Ann	Brown	Guidance Counselor	Woodmont High School Middle School	325 N. Flat Rock Road	Piedmont	SC	29673		355-8513
Mr.	Stanley	Candler	Minister	Washington Baptist Church	208 Washington Church Road	Pelzer	SC			243-3539
Mr.	Eric	Boggs	Minister	Beech Springs Pentecostal Holiness Church	103 Beech Springs Church Road	Pelzer	SC	29669		243-3697
Mr.	Michael	Wolf	Minister	Augusta Road United Methodist	603 Emily Lane	Piedmont	SC	29673		243-2829
Mr.	Mike	Morris	Minister	Oak Pointe Church	600 Shaden Acre Court	Pelzer	SC	29673	243-4636	430-3004
Mr.	Art	Gibson		Commercial National Bank		Piedmont	SC	29673		299-6075
Mr.	Calvin	Keeton	3M	SIC President	100 Knoll Creek Drive	Simpsonville	SC	29680	967-3049	

As part of the fascinating growth in the southwestern corridor of Greenville County, Woodmont High School, like the developing industry, would like to be the best it can be! All stakeholders need to come together with a vested interest in seeing our school make the best use of all of its resources. We feel that a strong school and community base wherein all partners benefit and contribute meaningfully is the key to the success of the entire citizenship.

Summary of Progress

This has been and continues to be an exciting year! Much has been undertaken with the support of so many of our partners, and our partnerships have brought more resources to student learning and the school than we imagined possible a year ago. We need to stay focused on continuing the activities that have been such a big “win” for the students, the vision, and standards related work.

Next Steps

- We must implement a systematic and systemic way to measure the impact of our partnerships on student achievement.
- We need to make sure our parent, community, and business partnerships are used throughout the school and organized in a way that clearly supports our vision for OUR students.
- We need to make sure that all of our partners feel appreciated and see the results of their work with our students.
- We must make sure that we are connecting to all the possible partners in our community that make sense for our students' learning.

Summary of Progress

The Continuous Improvement Continuums have helped our staff get a common language for comprehensive school-wide improvement and systemic change. It has helped us see what we need to do to improve on what we do already. Our staff had a sudden leadership change in the middle of the 2003-2004 and in the 2006-2007 school years which interrupted our steps to improvement. Even with change in leadership, it is evident that Woodmont High School is on the rise. The school goals are in line with student achievement as it pertains to the four criteria evaluated by the Educational Oversight Committee's school report card. All stakeholders are aware that our goals are centered around HSAP scores, End of Course Passage Rate, graduation rate, and school climate. Improvement is still needed and the staff of Woodmont High School remains committed to making this the best school in Greenville County.

Next Steps

- Continue inputting all measures of individual student learning data in the school database and utilizing the analyses at the classroom level.
- Continue to support teacher action research and peer coaching in order to implement the vision in an articulated fashion.
- Continue to measure actual student performance against the district and school standards.
- We need to follow our students into the middle school, high school, and beyond to ensure that their early education was as beneficial to them as it could be.
- Continue to support and implement the school-wide plan, vision, shared decision making, and a continuum of learning that makes sense for all students.

- We must never lose sight of our guiding principles. Our continuous improvement and evaluation process will help us make sure we stay on target.