

Woodmont International Baccalaureate High School Portfolio 2013-14 through 2017-18



Mr. Darryl Imperati, Principal

W. Burke Royster, Superintendent
Greenville County Schools



Update: March 28, 2014

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Woodmont High School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Robin Carlow		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Darryl Imperati		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2831 West Georgia Road, Piedmont, SC 29673

SCHOOL'S TELEPHONE: (864) 355-8600

PRINCIPAL'S E-MAIL ADDRESS: DImperat@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan.
A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Darryl Imperati
2. TEACHER:	Jennifer Norris
3. PARENT/GUARDIAN:	Lisa Wells
4. COMMUNITY MEMBER:	Elizabeth Hotaling
5. SCHOOL IMPROVEMENT COUNCIL:	Robin Carlow
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Tammy McClain
Assistant Principal	Adam Smith
Assistant Principal	Jason McCauley
Administrative Assistant	Chawana Goodwin
AP/IB Coordinator	Carol Ann Blackmon
Director of Guidance	Jean B. Williams
Athletic Director	Ashley Jenkins

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Woodmont High School Faculty and Staff 2013-2014

ADMINISTRATION

Darryl Imperati, Principal
Jason McCauley, Asst. Prin.
Tammy McClain, Asst. Prin.
Adam Smith, Asst. Prin.
Chawana Goodwin, Admin. Asst.

SUPPORT STAFF

Secretaries

Ruth Aiken, Secretary
Heidi Emerson, Library Clerk
Janna Harder, Bookkeeper
Kay Maddox, Attendance
Debbie Sanders, Guidance Clerk
Cicily Stoddard, Data Clerk
Pat Young, Front Desk Clerk

Cafeteria

Christine Allen
Lori Barbrey
Teresa Bussey
Joan Cote
Christy Hall
Teresa Parsons
Sharon Spence
Monica Stevenson
Sheilah Traynham, Manager
Laurie Tucker

Custodians

Sherry Brazeal
Vickie Burton
Willie Choice, Plant Eng.
Sherry Holcombe
Charles Johnson
Billy Lanier
Kenneth Smith
Wanda Smith
Maria Rodriguez
Tammy Spearman
Diane Tucker
Arthur Wilson

SPECIALITIES

Alley Bailey, Counselor
Carol Blackmon, AP/IB Coordinator
MAJ Robert Bouldin, JROTC
MSG Richard Bridges, JROTC
Jena Broome, Media Specialist
Sharonda Brown, Counselor
Sandra Brundage, Media Specialist
Kathy Caldwell, Counselor
Natascha Greene, Counselor
Kelly Houze, Nurse
Danny McCuen, School Resource Officer
Jennifer Norris,
Curriculum Resource Teacher
Justin Norton, ISS
Ellen Sisk, ESOL (.5)
Roderick Taylor, JAG
Jean Williams, Guidance Director

ENGLISH

Deniela Collington
Diane Cooper
Catherine Lynch-Miner (Chair)
Carrie Martin
Selene McAlister
Jennifer McDaniel
Donna McKamy
Patrick Moore
Stephen Place
Alan Russell
Kim Whitmire
Kaitlynn Wright

FINE ARTS

Emily Kirkpatrick, Strings
Suzan Cauble, Art (Chair)
Donna Cotter, Band
Gregg Davis, Art
Reed Halvorson, Drama
Carol Ann Kronyak, Art
Sarah Owens, Chorus
Will Ragland, Drama & Art

FOREIGN LANGUAGE

Clark Day (Chair)
Dr. William Holland
Jennifer Robinson
Lauren Smith
Amanda Wolfram

MATHEMATICS

Jena Chambers
Marcia Davis
Jason Fellers (Co-Chair)
Jeffrey Forrester
Ronnie Green
Eric Johnson
Pamela Jordon
Dashia Meeks
Jiles Mitchell
Donna Norman
Ashley Sexton (Co-Chair)
Daniel Wilkie

SCIENCE

Adrian Deschamps
Edison (Rick) Edwards
Nick Elliott
Brad Fulton
Dr. Michael Gettenberg
Beth Gunter
Michelle Marchant
Lisa Offik
David Quigley (Chair)
William (Bill) Shain
Dr. Meredith Spano

PHYSICAL EDUCATION

Matt Evans
Jason Farmer
Chris Gibson
Melissa Lewis (Chair)
Ralph Martin
Tim Morris, Drivers Education

SOCIAL STUDIES

Larry Bachman
Richard Cecere
Mark Davis (Chair)
Sally Eastman
Nick Elliott
William Horn
Ashley Jenkins, Athletic Director
Scott Mann
Jim Phillips
George Pierson
Kyle Sabol
Holly Spadorcia
Tony Williams

COLLABORATIVE SERVICES

Susan Anderson, Aide
Connelisa Asad
Linda Benedict
Jeff Brabham
Felissa Clement, Aide
Holly Kopp
Brian Maddux
Dianna Mitchell, Aide
Julia Motts (Co-Chair)
Chrissundra Proctor –Smith (Co-Chair)
Carolyn Roberts, Aide
Merissa Singleton
Christine Stewart, Aide
Robin Upshall
Colleen Wallace
Abbie Waymer, Aide
Donna Winn

CAREER TECHNOLOGY EDUCATION

Turashell Branham, Business
Barry Burdette, Agriculture
Jacqueline Golden, Business
Karen Hern, Business
Kevin Magourik, Business
Chelsea Semrau, Family & Cons. Sci.
Matt Rollins, Agriculture
Melissa Sims, Family & Cons. Sci.
Barbara Whiteside, Business
Danice Young, Business (Chair)

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

_____ **X Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

_____ **X Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

_____ **X Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

_____ **X Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Recruitment

The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five

years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Woodmont High School

An International Baccalaureate World School

Portfolio

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Introduction

Woodmont High School is improving annually 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. It is evident from the historically best 2013 South Carolina SDE School Report Card grade that Woodmont High School is on the rise. We see evidence that our mission to create lifelong learners and productive citizens is working. To make sure this success continues, student achievement, teacher and administrator quality, and school climate are the main focal points of everyone in the school. Three broad goals - curriculum alignment, increasing rigorous instruction, and improving the graduation rate through increased student achievement - were set. Ongoing professional development will help ensure that all teachers meet these goals.

Our school portfolio is based on input from the entire staff. 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 for the School Renewal Plan were led by the PDT 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.

At a monthly Professional Development Team (school leadership) meeting, the principal and the curriculum resource teacher presented to the department chairs the *GCS Strategic Planning/Portfolio Checklist*. Each department was charged with the task of contributing to the school portfolio. Following the leadership team meetings and within our bi-monthly Professional Learning Communities, the teachers reviewed, discussed, and submitted input for the Executive Summary, the School Profile, and the Action Plan. The Action Plan contains performance goals for first attempt HSAP by subject, EOCEP, SAT, and graduation rate within the three Goal Areas of Student Achievement, Teacher/Administrator Quality, and School Climate. Each department chair then presented teacher input at the subsequent PDT meeting. The performance goals, strategies, and details were charted by each of the three goal areas.

The Administrative Cabinet consisting of the principal, three assistant principals, one administrative assistant, the AP/IB coordinator, the guidance director, the athletic director, and the curriculum resource teacher then reviewed, discussed and summarized the input from the teachers to include in the School Renewal Plan. In addition, the cabinet developed the plan for the self-study.

The Engagement Process

An overview of the AdvancEd accreditation process and its four dimensions was presented to the full Woodmont High Schools faculty on April 17, 2013 by the CRT. Teams of teachers and counselors, led by administrators were formed to address the five standards in the Self-

Assessment (Dimension 2). In a direct effort to address Standard 4, department committees were formed according to departments. The School Renewal Plan was examined in committees and sub-committees at various meetings that week.

On April 24, the faculty reconvened after school and was introduced by the CRT to the five standards and the scoring rubrics. The following day, six new committees, formed according to planning periods, met to analyze stakeholder surveys and to select indicators within their assigned standards. Sub-committees were formed to address these specific indicators.

On May 1, the faculty met after school to set goals, objectives, and strategies for the collection of evidence. Planning period committee meetings were held on May 2 to score their assigned indicators and to collect necessary evidence.

In an afternoon meeting on May 8, each of the six committees met to share narratives that had been composed in the subcommittees. The week of May 13, these narratives were reviewed by the CRT, Mr. Imperati, and a team of faculty editors.

Throughout the entire process, minutes were taken for every meeting and compiled into a central notebook. The evidence, such as samples and required documentation, were also placed into a central location.

Representation from Stakeholders

Faculty members, administration, SIC members, and the PTSA were instrumental in the formulation of the school action plan and accreditation process. Administration is currently in the process of forming a student committee to review pertinent aspects of the accreditation process.

Communication of the Final Improvement Plan

On May 31, the faculty editing committee and administration completed the Executive Summary and the Stakeholder Involvement narrative. Final evidence was collected and submitted.

On June 6, Mr. Imperati and the CRT met to finalize the Portfolio (Dimension 4) and to submit it to GCS, and to polish the Accreditation for its presentation to the District on June 10.

This portfolio represents the many initiatives of Woodmont International Baccalaureate High School – *High Schools that Work*, *Learning Focused*, a *Freshman Academy*, and the *International Baccalaureate Programme* which includes both the *Middle Years Programme* and the *Diploma Program*. The faculty and staff believe that the foundation for all of these initiatives is rigorous and relevant instruction.

Woodmont High School Renewal Plan and Accreditation Committees

		Planning Period	Facilitator	Chairperson	Members	Members
STANDARD 1: Purpose and Direction		2	Ashley Jenkins	McAlister	Brabham Branham Cooper Edwards Gettenberg R. Martin McElveen	Moore Owens Rollins Seltzer-Smith Upshall Whiteside Winston
STANDARD 2: Governance and Leadership		1	Jean Williams	Bachman	Bouldin Eastman Motts Pierson Wilkie Collington Fellers	Lynch-Miner Norman Sexton Sims Spivey Walkenhorst N. Greene
STANDARD 3: Indicators 1-6: Teaching and Assessing for Learning		3	Tammy McClain	Whitmire	Cecere Evans Gunter Johnson Mann Wright Marchant	Asad Ellenburg Halverson Meeks Sabol Wolfram Wooldridge
STANDARD 3: Indicators 7-12: Teaching and Assessing for Learning		6	Jason McCauley	Russell	Marcia Davis Anthony Burdette Day Deschamps Fuller McKamy	Bailey Phillips Place Shain Stewart Wallace T. Williams Kaminska
STANDARD 4: Resources and Support Systems		5	Adam Smith	Cauble	Benedict Chambers Jordan Offik Elliott Farmer Gibson	Horn Kipper Morris Proctor Ragland Winn Brundage
STANDARD 5: Using Results for Continuous Improvement		7	Chawana Goodwin	Quigley	Forrester R. Green Holland Bridges G. Davis Mark Davis McDaniel	Fulton C. Martin Spadorcia Broome Brown Blackmon Caldwell
Overall Facilitators:		Darryl Imperati, Principal	Jennifer Norris, Curriculum Resource Teacher			

Executive Summary

Our mission at Woodmont International Baccalaureate High School is to serve as a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live.

Our belief is that we are committed to providing educational experiences that prepare its students to be productive citizens of the 21st Century. Our school motto-*Scientia est Potentia* (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood. We continually analyze assessment results and work to address the academic needs of our students by implementing new programs and strategies.

Our needs assessment or findings for Student Achievement are:

- Woodmont students continue to improve HSAP and EOC.
- In 2011, Woodmont High School did not meet AYP and also received a rating of “Average” in Absolute Rating and a “Below Average” in Improvement Rating on the School Report Card.
- In 2012, Woodmont High did not meet AYP on the new ESEA Waiver with a 54.0 rating of an F.
- In 2013, Woodmont High did not meet AYP on the new ESEA Waiver, but improved 15.7 points to a 69.7 rating of a D.
- In 2012, Woodmont High School received a historically best rating of “Good” in Absolute Rating and a “Good” in Improvement Rating on the School Report Card.
- In 2013, Woodmont High School received a historically best rating of “Excellent” in Absolute Rating and a “Good” in Improvement Rating on the School Report Card.
- Our African-American population has highest percentage not passing of all subgroups of HSAP. We will continue to offer HSAP tutoring to all students who do not score 200 or better.
- The overall trend for HSAP – First Attempt ELA has continued to increase in the percentage of those passing with a 2 or better and also in the percentage of those scoring Advanced or Proficient.
- The overall trend for HSAP – First Attempt math is stagnant in the percentage of those passing with a 2 or better but the percentage of those scoring Advanced or Proficient increased by one point for 2012.
- The overall trend for fourth- year students for HSAP is consistent and near ninety percent.
- The overall trend for End of Course exams has continued to increase in the percentage of those passing annually.
- The Graduation Rate increased slightly in 2013 for both the four-year (.6%) and five-year cohort (2.7%) regardless of the fact that our special education students count as drop-outs as they do not receive a diploma from South Carolina. They can remain at Woodmont until they are age 21. In addition, any student who graduates in five years rather than four, counts as a drop-out. Students who leave Woodmont to complete their high school career to receive a GED also count as drop-outs.

- The number and percentages of test-takers for the SAT and ACT have remained steady. Woodmont students score above the state averages on the ACT but have room for improvement for both the SAT and the ACT
- The number of IB Courses has increased to twenty-three courses for grades 11-12.
- The number of AP Courses has increased to eleven.
- 23.6 percent of our students are enrolled in AP/IB programs.
- The total number of AP students. The number of AP exams, as well as, the number of AP students has greatly increased over the last year. However, the percentage of Tests with Scores of 3 or Higher has slightly decreased.
- Our success on AP/IB exams is increasing. The number of students, the number of subjects' tests taken and the number of tests with scores of 4 or higher has also shown a significant increase.

Regardless of our recent increase in student achievement, Woodmont High School clearly identifies specific areas for improvement:

- the on-time graduation rate,
- performance by all students on the high school Exit Exam,
- EOC passage rate,
- Student performance on SAT/ACT, Advanced Placement and IB Diploma tests.

Our needs assessment or findings for Teacher and Administrator Quality are:

- 100 percent of teachers are certified by South Carolina
- 5 teachers are PACE candidates
- 56.3 percent of teachers have Master's degrees
- 16 teachers have Master's degrees plus 30 hours
- 3 teachers have a doctorate
- 90 percent of teachers are technology proficient
- 12 teachers are National Board certified
- 16 teachers are Gifted and Talented endorsed
- Full Time IB/AP Coordinator
- 39 IB/AP Trained Teachers
- 14 MYP Trained Teachers
- 98 percent of our classes are taught by Highly Qualified Teachers

Woodmont High School clearly identifies specific areas for improvement:

- Ensure "Highly Qualified" teachers in all classrooms
- Increase certifications and endorsements for:
 - Advanced Placement certification
 - Gifted and Talented endorsement
 - Middle Years Program teachers
 - International Baccalaureate Program

- Common Core Standards and Rigorous Instruction
- Improve teacher technology usage

Professional development highlights for 2014-15 and beyond include:

- overall emphasis on implementation of the South Carolina Common Core Standards
- focus on continuing planning for rigorous instruction
- focus on assessments for rigorous instruction
- focus on reading and writing skills identified in CCSS
- continue participation in opportunities provided by district to school personnel
- increase the use of technology in the classrooms

Our needs assessment or findings for School Climate are:

School climate at Woodmont High School is a positive one given our survey results. The decrease in number of ISS and OSS referrals are indicative of a safe and healthy school. Survey data results for parents, teachers, and students show a good rating of satisfaction in most areas with school-home relations being the weakest.

Woodmont High School clearly identifies specific areas for improvement:

Strengthen collaboration with parents, feeder schools and community to enhance the learning environment and to improve access to educational resources

- Design and implement a plan to ensure the operation of a high quality instructional program in all content areas
- Provide learning environments integrated with technology and opportunities for learning that continue technology proficiency
- Provide an effective system of student services to support the continuous academic growth, safety, and personal well-being of all students.
- Increase parental involvement
- Continue to decrease the drop-out rate

Our significant challenges from the past three years:

- Downsize of teacher allocation and increase in student teacher ratio
- Lack of funding for classroom materials and resources
- Lack of technology in classrooms – Promethean Boards, etc.
- Lack of technology access at home for students
- Increased Poverty Index
- Students displaced in course levels

Our awards and accomplishments for the last three years are as follows:

There are multiple indicators of improvement in student achievement.

- In 2013, Woodmont High School received a historically best rating of “Excellent” in Absolute Rating and a “Good” in Improvement Rating on the School Report Card. Woodmont’s Absolute Rating on the 2011 School Report Card was “Average;” the rating for the 2012 Report Card was “Good” for the first time in

school history. The “Improvement Rating” was also scored as “Good”.

This gain was due in large part to improved student performance on HSAP ELA scores, EOC exams and a slight increase in the Graduation Rate.

- The percent of HSAP students who scored at the “proficient” and “advanced” levels for ELA increased again to 64.7 percent – a one year increase of 7.9 percent.
- The HSAP longitudinal passage rate for students taking HSAP dipped to just below 90% to a score of 89.8% for the 2013 school year. This is indicative of the school’s concerted effort, along with business partner Michelin, to provide extra help to those students who did not pass HSAP on their first attempt.
- The EOC scores reached a school record of 77.6 percent.
- The Graduation Rate increased to a 5-year high of 65.3 percent.
- Woodmont received the Palmetto Silver Award for closing the achievement gap for both 2012 and 2013.
- The percentage of Total number of AP exams increased 16 percent.
- The percentage of Total number of AP students increased 17 percent.
- The percentage of IB diplomas awarded increased by 3 percent.
- The percentage of IB students taking at least one exam increased 26 percent.
- The percentage of IB Tests with Scores of 4 or Higher increased 17 percent.

Additional awards and accomplishments are:

- SDE School Climate Improvement Grant 2011 – 2014 (December)
- 2010 -2011 Technical Assistance Grant
- GCS District Teacher of the Year Finalist 2011 and 2012
- GCS District Teacher of the Year 2013
- WYFF Golden Apple Teacher of the Year 2013
- SCSAL Paraprofessional of The Year for SC 2012
- The FFA program and the Fine Arts department (Art, Band, Chorus, and Drama) continued to earn numerous awards and recognitions. Our drama program won the State Championship SC Theatre Association High School Festival Fall 2012. As a result, the program successfully competed nationally for the first time in school history.
- Mock Trial and YIG – 2013 Best Attorney Team
- Our athletic program earned the SCHSL 4A Region I Sportsmanship Award 2011

Sustaining the improvement will be the key to Woodmont High School’s future success. Woodmont High School must work towards sustaining a solid staff that will be committed to planning rigorous instruction. Moving to a traditional schedule format, having new technology and a consistent administration should help strengthen collaboration with the stakeholders and also improve student pride. The faculty believes that our goals can lift the spirits of all stakeholders and also continue to strengthen the image of our school to one that is admired by everyone in the District.

School Profile

The School Community

Woodmont High School was established in 1965 from a tradition of schools in the Piedmont area dating to 1880. The name is derived from combining the Ellen Woodside High School and Piedmont High School names. The school serves a large geographical area covering more than 160 square miles. Situated in the southern portion of the county, Woodmont serves one of the fastest growing regions in the State. The present school facility opened in 2005 as part of the District's \$999 million construction plan. Our 290,000 square foot state of the art handicap accessible facility houses the following amenities:

- New 400 - Student addition - August 2013
Auditorium with Computer Tech Lighting and Sound
- Television Production Facility
- Spacious Media Center
- Art Studio with Kiln Room
- Three Gymnasiums including a 2000 seat capacity main gymnasium
- Three Greenhouses
- Soccer, Softball, and Football Practice Fields
- Football Stadium (seats 5000)

The new facility and the 2012 GCS Technology Refresh initiative have 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. Due to the increase in enrollment, a 400 student addition to the building began in May 2012 and opened for students in August 2013.

Woodmont International Baccalaureate High School is a comprehensive 9-12 high school. School highlights are a diverse curriculum including Advance Placement (AP) and International Baccalaureate (IB) courses, Agricultural Science, Career and Technical training, a JAG Program and a JROTC program. Our major programs and academic initiatives are *High Schools that Work*, *Learning Focused*, the *International Baccalaureate Programme* which includes both the *Middle Years Programme* and the *Diploma Program* and a *Freshman Academy*. Woodmont students begin their high school years in the Freshman Academy. The Academy is centered on a team concept with common planning periods for team teachers.

Not only is Woodmont a *World School* by offering both the MYP and DP programmes of International Baccalaureate, but we also offer a Special Education program for a total of 267 students with resource classes for students with IEPs. In addition we offer an Occupation Diploma program for our 73 students that qualify. The Occupational Diploma program for our students includes fifty-six classes in all core subject areas, vocational and life skills

courses and has a provision for training at the Donaldson Career Center and even work/internship components.

In recognition of, and in concert with the IBO philosophy that *students engage in critical reflection on the knowledge and experience acquired both within and beyond the classroom*, Woodmont High School boasts of thirty-four sports teams in fourteen sports and participates in 4A Region I. The program has two sports champions in 4A competition in swimming and volleyball as well as several teams and individual student-athletes that have competed in state championship playoffs. Woodmont students also have a plethora of opportunities to participate in an Award Winning FFA Program, an Award Winning Marching Band, an Award Winning Drama Program, an Award Winning Chorus Program, in addition to thirty-one academic or service learning clubs and extracurricular activities.

Woodmont High School has seen a significant transition in leadership. In fact out of the forty-three year history of the school, there have been 15 principals. 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 Professional Development Team meets monthly with the CRT and Mr. Imperati to discuss strategies surrounding the goals of our school.

Currently, our faculty includes five administrators (including one administrative assistant), an IB/AP Coordinator, one Curriculum Resource Teacher, one Guidance Director, four guidance counselors with two support staff, two full-time media specialists with a part-time clerk, one Athletic Director, eighty-seven classroom teachers, two JROTC teachers, one ISS teacher, one JAG teacher, a .5 ESOL teacher, five collaborative services aides, and six support positions including the school nurse and the SRO.

The administrative team as shown in the chart below was updated for the 2013-2014 school year. The daily communication process is shown in the chart above. 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 (PDT). Finally, the department heads share information with their department. It is the responsibility of the PDT leadership team members to inform their departments of PDT leadership discussions, and to bring suggestions and concerns back to the PDT leadership.

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 second, third, and fourth Wednesdays from

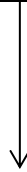
7:45–8:40 for professional development, departmental meetings, or faculty meetings. In addition, the department chairs meet the first Wednesday of each month in the Professional Development Team meetings. Teachers also receive professional development during planning periods a minimum of once each month. In addition to this, our induction (first year) teachers and annual contract teachers meet at least once monthly and as needed with mentors and the CRT each month.

This decision-making structure was designed to clarify how decisions would be made and by whom. This structure is as follows:

2013-2014 School Year

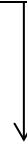
Principal: Mr. Darryl Imperati

Tammy McClain Assistant Principal	Adam Smith Assistant Principal	Jason McCauley Assistant Principal	Chawana Goodwin Administrative Assistant	Jean Williams Guidance Director	Carol Ann Blackmon IB Coordinator	Jennifer Norris CRT
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Department Chairs

English	Social Studies	Math	Related Arts	Science	Special Education	Foreign Language	JROTC/PE	CATE
Catie Lynch-Miner	Mark Davis	Ashley Sexton Jason Fellers	Suzan Cauble	David Quigley	Jullia Motts Sundra Proctor-Smith	Clark Day	Major Robert Bouldin Melissa Lewis	Danice Young



Teachers	Teachers	Teachers	Teachers
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Vertical articulation with other grades is achieved through departmental and professional learning community meetings. The Professional Development Team is in place for articulation between departments. The focus for 2013-2014 and 2014-2015 is *How to Plan*

Rigorous Assessments as the segway for preparation for Common Core standards. We feel that the emphasis on rigor will not only help in the preparation for Common Core standards and testing, but will also better prepare our students for the MYP and DP programmes of our International Baccalaureate school.

We have had different programs within our school on different bell schedules. To prepare for the implementation of Common Core standards and the increase in rigor and further enhance student achievement, the faculty decided to transition back to a seven period Traditional Schedule. A modified block schedule had been previously instituted since 2009. In 2008-2009, modifications were made to the block 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 two programs existence help to improve school climate and school achievement - both of which are broad goals of the school. We anxiously anticipate the repeated student achievement results.

The Freshman Academy is run like a school-within-a-school. An administrator, Jason McCauley, 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.

In addition, we have in place 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.

Students wishing to enroll in the IB Programme of Woodmont High School 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.

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.

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 joined the interest in uniting with Woodmont. Donating items for celebrations and sponsoring athletic boosters has been their first step to forming a partnership.

A new partnership was formed with local churches and the Loaves and Fishes organization to institute the Backpack Fridays for our most impoverished students. This provides food to our students over the weekend when they are not in our building. This has been a success and we look forward to continuing the program next year.

In addition to the Backpack Friday, this summer, Woodmont will be a part of the Greenville County Schools Free Summer Lunch Program. The program provides free lunches and breakfasts* from Monday, June 10 through Friday, August 16 for any child 18 years of age or younger. Meals are provided without regard to race, color, sex, age, disability, religion or national origin.

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) along with our committed PTSA. For the past several years, these groups have worked tirelessly to build relationships with local businesses as well as support our initiatives.

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.

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

First Name	Last Name	Company	Address	City	State	Postal Code
Elizabeth	Hotaling	***Michelin America's Research and Development Corporation	515 Michelin Rd.	Greenville	SC	29605
Danielle	Trua-Marsh	PTSA President	2831 W. Georgia Rd.	Piedmont	SC	29673
Karen	Chambers	Sue Cleveland Elementary	375 Woodmont School Rd.	Piedmont	SC	29673
Ken Roger Lisa	Baxter Meeks Wells	Greenville County School Board	301 E.Camperdown Way	Greenville	SC	29601
Kathie	Karls	3 M	1420 Perimeter Rd.	Greenville	SC	29605
		Urban League of the Upstate		Piedmont	SC	29673
Chuck	Morton	Greenville Technical College Brashier Campus	P.O. Box 5616	Greenville	SC	29606
Sophie	Jackson	Athletic Booster Club	2831 W. Georgia Rd.	Piedmont	SC	29673
Carolyn	Joy	Business Partner – Little Cafe	851 Garrison Rd.	Pelzer	SC	29699
Becky	Hamor	Retired Educator	302 Golden Grove Circle	Piedmont	SC	29673
Ann	Brown	Woodmont Middle School	325 N. Flat Rock Rd.	Piedmont	SC	29673
Stanley	Candler	Washington Baptist Church	208 Washington Church Rd.	Pelzer	SC	29669
Eric	Boggs	Beech Springs Pentecostal Holiness Church	103 Beech Springs Church Road	Pelzer	SC	29669
Chris	Lollis	Augusta Road United Methodist	603 Emily Lane	Piedmont	SC	29673
Mike	Morris	Oak Pointe Church	600 Shaden Acre Ct.	Pelzer	SC	29673
Art	Gibson	Commercial National Bank	8016 Augusta Rd. Box 7	Piedmont	SC	29673
Robin	Carlow	SIC President	2831 W. Georgia Rd.	Piedmont	SC	29673

Kim	Reid	Fork Shoals Elementary School	916 McKelvey Rd.	Pelzer	SC	29669
Mimi	Melehes	Ellen Woodside Elementary School	9122 Augusta Rd.	Pelzer	SC	29669
Rita	Mantooth	Ralph Candler Middle School	4231 Fork Shoals Rd.	Simpsonville	SC	29680
Gregg	Scott	Woodmont Middle School	325 North Flat Rock Rd.	Piedmont	SC	29673
Staci	Koonce	Peace Center	300 South Main St.	Greenville	SC	29601
Paulette	Dunn	Loaves and Fishes Executive Director	25 Woods Lake Rd.	Greenville	SC	29607
		Greenville Crime Stoppers	1400 Cleveland St.	Greenville	SC	29607
Hal	Gaymon	Simpsonville Rotary Club	126 Old Main St.	Simpsonville	SC	29681

School Personnel

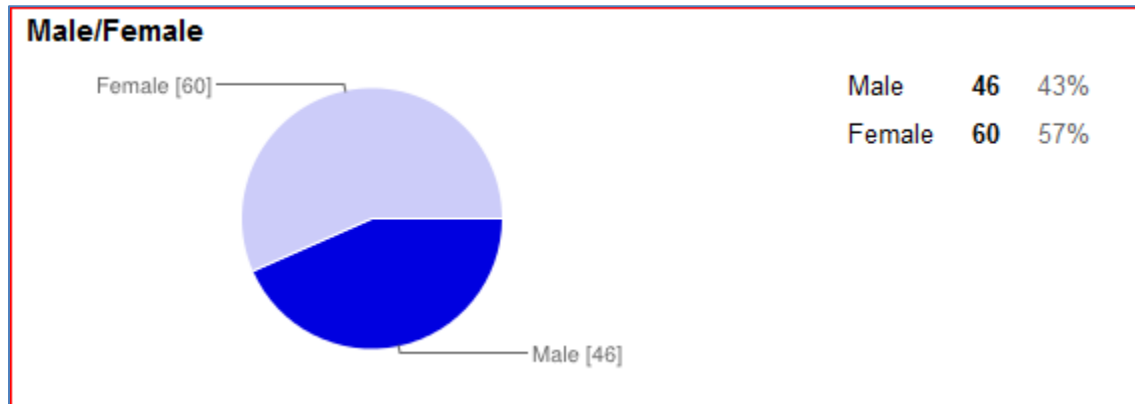
The professional staff is comprised of one hundred four members. Within our teacher count we have eleven special education teachers, and .5 English for Speakers of Other Languages teacher. Down from previous years, now 24% of teachers at Woodmont High School have between zero and five years of teaching 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. Our teachers continue to complete advanced degrees and certification to improve their knowledge of subject and pedagogy as well as for advanced salary recognition. The turnover rate has held steady at 9% or less for the last three years. We have twelve National Board Certified teachers.

- 100 percent of teachers are certified by South Carolina
- 5 teachers are PACE candidates
- 56.5 percent of teachers have Master's degrees
- 16 teachers have Master's degrees plus 30 hours
- 3 teachers have a doctorate
- 91 percent of teachers are technology proficient
- 12 teachers are National Board certified
- 16 teachers are Gifted and Talented endorsed
- Full Time IB/AP Coordinator
- 39 IB/AP Trained Teachers
- 14 MYP Trained Teachers
- 98 percent of our classes are taught by Highly Qualified Teachers

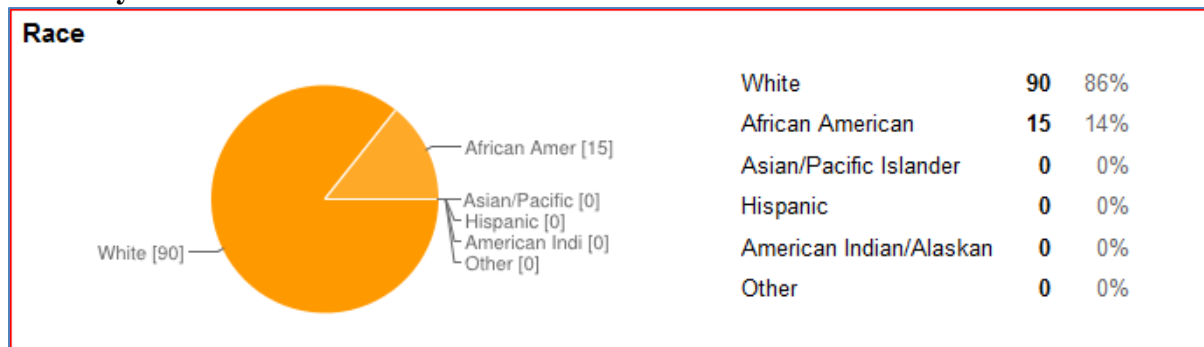
Other support personnel available to assist in meeting the needs of students include members of the secretarial staff, plant engineer, nurses, aides, school resource officer, food service workers, and other district support personnel.

- Our agency partner positions include the CARS program, a Career Specialist, a Job Coach, JROTC, a Jobs for America's Graduates for identified At-Risk students (JAG) coordinator and an Urban League counselor.

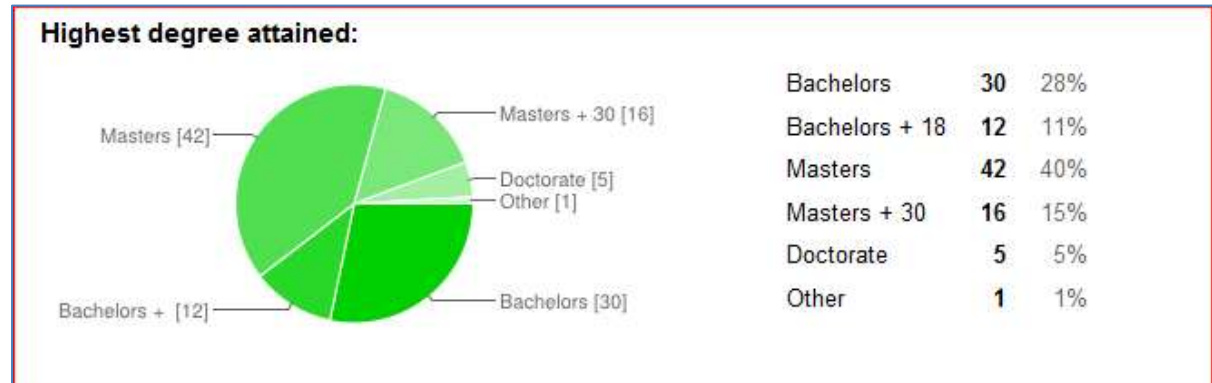
Gender for 2014:



Ethnicity for 2014:



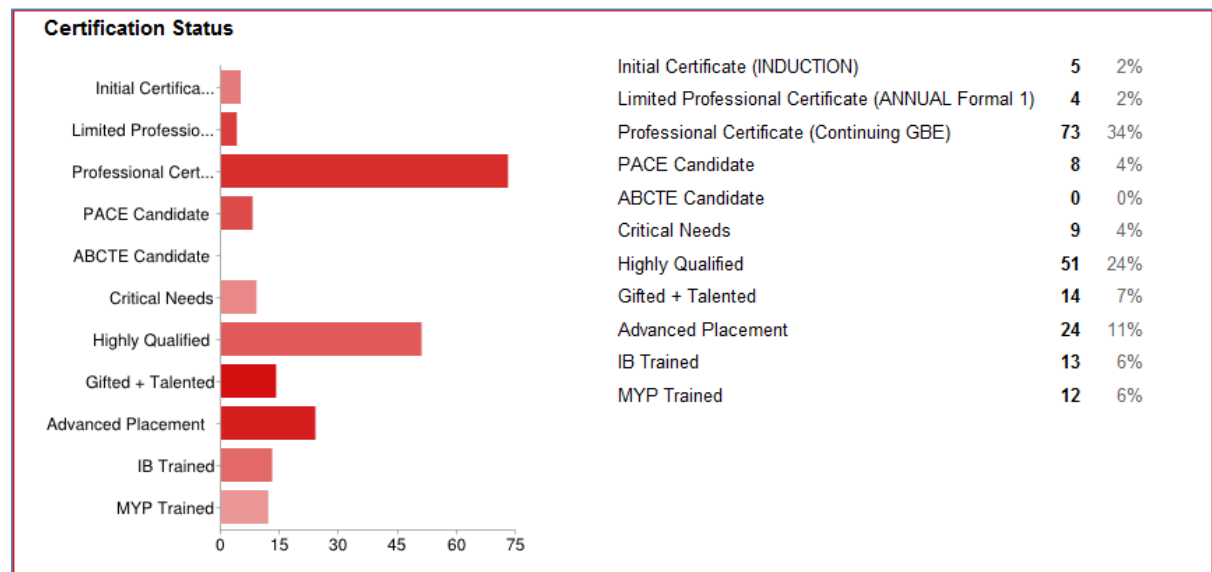
Education Level for 2014:



Teachers with Advanced Degrees:

	2013	2012	2011
SC Annual School Report Card Data	56.3	56.5	55.4

Certifications and Endorsements for 2014:



Teachers Returning from previous year:

	2013	2012	2011
SC Annual School Report Card Data	90.2	90.2	88.2

Teacher Attendance Rate:

	2013	2012	2011
SC Annual School Report Card Data	93.8	93.9	91.3

Years of Teaching Experience:

	1-5	6-10	11-15	16-20	21-30	31+
Years in education	24	26	17	11	18	6
Years at Woodmont High	54	31	10	2	6	1

Student Population

As a rural high school, Woodmont High School serves a culturally diverse population of 1,690 students in grades 9 through 12 from its immediate geographical area, as well as students bussed from the city of Greenville. The student body is an ethnically diverse population: sixty-six percent white, twenty-seven percent African-American, slightly less than one percent Hispanic, less than one percent each of Asian, American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, and multi-racial.

Enrollment Summary for 2014:

Enrollment Summary: Scheduling/Reporting Ethnicity as of 09/05/2013 (A)									Woodmont High School
View: Scheduling/Reporting Ethnicity			Students: <input checked="" type="radio"/> All Active Enrollments <input type="radio"/> Current Selection		Date: 09/05/2013		(mildmerry)		
Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
9	534 289 / 245	3 2 / 1	123 74 / 49	30 12 / 18	0 0 / 0	8 6 / 2	0 0 / 0	369 194 / 175	1 1 / 0
10	515 309 / 206	4 2 / 2	141 92 / 49	25 15 / 10	0 0 / 0	8 4 / 4	2 0 / 2	335 196 / 139	0 0 / 0
11	332 173 / 159	2 0 / 2	92 44 / 48	16 8 / 8	0 0 / 0	6 3 / 3	0 0 / 0	216 118 / 98	0 0 / 0
12	344 192 / 152	2 2 / 0	113 62 / 51	12 8 / 4	0 0 / 0	2 3 / 0	0 0 / 0	214 117 / 97	0 0 / 0
Total	1725 963 / 762	11 6 / 5	469 272 / 197	83 43 / 40	0 0 / 0	26 16 / 9	2 0 / 2	1134 625 / 509	1 1 / 0

We serve 267 (sixteen percent) students with disabilities – an eleven student increase. Our number of resource students increased by 35 students while the self-contained and “other” categories decreased by 16 students. Therefore, the total number of self-contained classes decreased by 28 classes and one teacher.

Number of Special Education students by category: 267	Resource:	192	Self-Contained:	73	Other:	2
	LD/Resource	151	Autism/SC	6	Speech Only	0
	OHI/Resource	22	ED/SC	3	OHI/I	1
	Multi/Resource	7	LD/SC	40	Autism/I	1
	Autism/Resource	2	OHI/SC	3		
	LD/I	5	ID/Mild/SC	7		
	ED/Resource	4	ID/Moderate/SC	10		
	ID/Resource	1	Multi/SC	4		

**Self-Contained Classes
(# and type):**

TOTAL: 56 classes

- TMD = 31
- OCC = 25

The FARMS percentage remains at forty-four percent. Our poverty index also remains at sixty-two percent.

**FARMS Meal % /
School Poverty Index:**

44% / 61.6%

WHS also serves 49 students grade 9-12 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

Dedicated to meeting the educational needs of all students, 457 WHS students participate in the gifted and talented program and 23.6% % are enrolled in the AP/IB program. Student success on AP/IB exams slightly decreased 1.5% to a 50.0% success rate.

G&T Students Served
(#):

457

	<u>2013</u>	<u>2012</u>
Enrolled in AP/IB programs	23.6%	Up from 15.3%
Successful on AP/IB exams	50.0%	Down from 51.5%

The importance of daily attendance is stressed for all students. As reported in the 2013 State of South Carolina Annual School Report Card, we had an average student attendance rate of 92.4%.

The retention rate has increased to 5.3%.

Another promising data point is that the annual student dropout rate decreased 1.8 percent points to a three year low of 3.8%.

	<u>2013</u>	<u>2012</u>
Retention rate	5.3%	Up from 4.8%
Attendance rate	92.4%	Down from 92.5%
Annual dropout rate	3.8%	Down from 5.7%

Mission, Vision and Beliefs

Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff was asked to brainstorm independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

Mission

Woodmont International Baccalaureate High School is a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live.

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

Beliefs

"Woodmont High is committed to providing educational experiences that prepare its students to be productive citizens of the 21st Century. Our school motto-Scientia est Potentia (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood."

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.

All students can learn provided the environment matches their needs.

We teach children and not to the test because they are more valuable than tests and content.

Teaching students how to learn is as important as teaching them what to learn.

Respecting all children is important

Personal responsibility is from teachers, administrators, and students.

All stakeholders are involved in the education of the student.

Instruction should: provide a curriculum consistent with state standards.

Instruction calls on differing modalities of learning and is student driven.

Provide opportunities for cooperative teaching and learning using different teaching methods.

Curriculum should be easily identifiable and challenging-uniform throughout the school with accommodations for all levels.

Assessment should:

Be quality assessment at high cognitive skill level and aligned with curriculum standards.

Use long term reports and portfolio projects as assessment and reflection of learned material.

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 to increase rigor by:
 - Expanding the GCS Master Teacher Cohort for *How to Plan Rigorous Instruction*
 - Emulate the Master Teacher Cohort in PLCs
 - Review Unit Plans for increasing rigor in instruction
- Create benchmark tests for the core subject areas
- Continue the use of common assessments and pacing guides
- Examine student assessment data regularly, as a whole faculty and in grade-level teams
- 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
- Continue to share our work through our professional learning communities, so that every child in the school can benefit from each teacher's talents
- Provide continuing PowerSchool and PowerTeacher data training to more staff members
- Continue the International Baccalaureate Middle Years Program.

Data Analysis and Needs Assessment

What the Data Tells Us

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 goals of Woodmont International Baccalaureate High School are:

Goal 1: Raise the academic performance of each student

Goal 2: Ensure quality teachers in all class rooms.

Goal 3: Provide a school environment supportive of learning.

Our student achievement results indicate that we are doing an good 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 continued low graduation rate has made this a priority. 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.

With the hard work of Woodmont High School staff, our students are beginning to show successes academically as we believe they can be. However, when we compared our students' standardized test scores to school's like ours, we are aware that our students can improve. 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. In addition, there exists a gap with our disabled and subsidized meal subgroups.

Staff members believe that improved achievement can result from continued approaches, including:

- Professional learning communities
- Continuing standards-based instruction
- Planning Rigorous Instruction
- Common pacing guides and common assessments
- High Schools That Work's "Best Practices"
- International Baccalaureate Programme – MYP and DP
- Freshman Academy
- Freshman Academy Boot Camp – *The 8.5 Academy*
- Michelin Tutors (provision made for underachieving students)
- HSAP and EOCEP Tutorial Programs (provision made for underachieving students)
- Students scoring below basic on the 7th grade PASS test in English and Math are identified for basic level courses and at-risk programs.

The data also indicates that Woodmont High School's implementation of each of our academic programs 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.

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

Strengths

- 8.5 Freshman Summer Academy
- Rezoning attendance lines
- Consistent faculty and staff
- Continued collaboration and professional development
- Increased rigor for all levels of instruction
- Increased the number of AP/IB students and number of exams given
- Increased the percentage of AP exams with scores of 3+

Weaknesses

- 25% of the teaching staff only has 0-5 years of experience.
- The Poverty Index is rising
- Technology equipment is needed
- Improvement needed for student course assignments by teacher recommendations

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.

STUDENT ACHIEVEMENT OUTCOMES

SDE School Report Card

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 has shown annual growth in the absolute ratings for the last three years with an improvement rating of a steady “Good” for two years to the historic Absolute Rating of “Excellent”.. The Woodmont High School faculty and staff are excited to see the improvements of– first attempt proficient and advanced and overall end of course tests. We worked diligently to show continuous improvement so that the absolute rating for the 2013 report card is now “Excellent”. Our new goal is to sustain both the efforts and the results of the SRC as well as improve the ESEA grade.

NCLB - Number AYP objectives vs. number met last three years (most recent first):	Year	Number	Number Met
	2013	ESEA:49	ESEA:27
	2012	21	12
	2011	21	12
Report card rating last 3 years absolute / growth(most recent first):	Year	Absolute	Growth
	2013	Excellent	Good
	2012	Good	Good
	2011	Average	Below Average

HSAP Passage Rate– 1st Attempt

The first-time passage rate for HSAP (both ELA and math) in 2013 was 79.7% - a 2.6 point increase - but still six points lower than that of schools with students similar to those at Woodmont. The three-year trend is shown below. The HSAP first attempt results of the *Occupational Diploma* students at Woodmont High School have been included in these data tables.

Our overall scores are progressing with an occasional decrease in both subject areas. The most significant decrease in scores has been math. Overall, the females seem to score slightly better on the HSAP math and English language arts section than the males and there is an achievement gap between Caucasian and African American students in ELA and math. In addition, there exists a gap with our disabled and subsidized meal subgroups. We plan to improve our first attempt passage rate from 79.7% to back to 83% this year.

1st attempt – passed both parts

From the 2011 to the 2013 academic school years, the passing rate for the first-attempt increased by 2.6%.

HSAP Passing Percentage First Attempt Both 2013:

School	% Passing 2012	% Passing 2013
Woodmont HS	77.1%	79.7%

ELA – 1st attempt – pass

From the 2011 to the 2013 academic school years, the passing rate for the first-attempt in ELA increased by 6.4%.

Math – 1st attempt – pass

From the 2011 to the 2013 academic school years, the passing rate for the first attempt in Math increased overall by .2%. (See chart below)

HSAP English passing % 1 st attempt last 3 yrs. (most recent first): – <u>English/Language Arts</u>	2013 = 88.3
	2012 = 89.2
	2011 = 87.5
HSAP Math passing % 1 st attempt last 3 yrs. (most recent first): - <u>Math</u>	2013 = 80.2
	2012 = 80.7
	2011 = 82.0

1st attempt – passed both part: Proficient and Advanced

In addition to an improvement in the percent of students scoring basic or higher in ELA, the percent of students scoring “proficient” and “advanced” increased in ELA by 7.9% from 2012 to 2013. The Math percentage remained the same. (Please see chart below.)

Two-Year HSAP Trend Data								
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	407	96.3	11.4	31.8	37.5	19.4	56.8
	2013	411	95.9	11.4	23.9	32.0	32.7	64.7
Mathematics								
All Students	2012	407	95.3	20.6	29.1	26.0	24.2	50.3
	2013	411	95.9	18.3	31.5	25.9	24.4	50.3

HSAP Passage Rate – Longitudinal

The longitudinal passage rate for 2013 was 89.8% for all students, 2.2% lower than that of schools with similar students to WHS and 2% lower than 2012.

HSAP Passage Rate by Spring 2013		
	Our High School	High Schools with Students Like Ours
Percent	89.8%	92.0%

End-of-Course Tests

Student performance on end-of-course tests continues to be an area of emphasis. All students at Woodmont High School that are enrolled in a course requiring an EOC test are required to take that test at the end of the course. Results for middle school students that take an EOC test are not included in these data tables even though these middle school students are future Woodmont High School students and will not repeat the course. In each subject area tested, the percent of students scoring 70 or higher increased during the period 2011-2013. The chart below shows the passage rate in each subject from 2010-2013. . The total passage rate for the 2013 tests were the highest the school has received to date. We had an 8.5 % overall passage rate increase from 2012- 2013. Students from STAR and other programs historically have a

low passage rate on EOC exams. Even though those students are not on our campus during their first year of high school, their scores are included in our overall EOC passage rate.


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, Biology I, and US History. Physical Science testing ended with the 2011 school year. US History has been our most consistent subject for improvement. Our US History scores had been continually dismal but we experienced an exciting 13.6 % increase for 2012 and nearly a 20% increase for 2013! The US History PLC has met consistently with hopes of greatly improving our results. After a decline in 2010, Algebra I scores are returning to our expectations. Biology I had a respectable score for the first year of testing. Each content area improved results and we have been able to improve our overall passage rate each year. In comparison with schools like ours across the state, we find that we are comparable. However, our realistic goal for this year is to move from a 77.6% passage rate to 80%. We feel confident that the continued PLC meetings and the year long schedule will help us to achieve our target goal.

2013:

End of Course Tests		
Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	75.6%	79.6%
English 1	74.9%	76.2%
Biology 1/Applied Biology 2	84.8%	81.7%
US History and the Constitution	75.9%	66.0%
All Tests	77.6%	75.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

End-Of-Course Tests Passage Rate for All Subjects:			
End of Course Passage Rates			
Test	2011 Passage Rate	2012 Passage Rate	2013 Passage Rate
Algebra 1	Fall: 65 Spring: 81.6 FY: 78.8	Fall: 70 Spring: 77 FY: 73.4	74.2
English 1	Fall: 44 Spring: 72.6 FY: 70.4	Fall: 51* Spring: 76 FY: 68.1	73.1
Physical Science	Fall: 59.7 Spring: 55.4 FY: 57.1	NA	NA
Biology	Fall: 48 Spring: 95.8 FY: 82.5	Fall: 67 Spring: 92 FY: 81.9	83.2
US History	Fall: 42.7 Spring: 40.2 FY: 41.7	Fall: 51 Spring: 58 FY: 55.3	75.1
All Tests	62.5	69.1	77.6



End-Of-Course Tests

Passage Rate for All Subjects:

Biology 1/Applied Biology2	2013 = 83.2
	2012 = 81.9
	2011 = 82.5
Algebra I	2013 = 74.2
	2012 = 73.4
	2011 = 78.8
English I	2013 = 73.1
	2012 = 68.1
	2011 = 70.4
Physical Science 2010-11 was the last year of administration	2013 = NA
	2012 = NA
	2011 = 57.1
US History	2013 = 75.1
	2012 = 69.1
	2011 = 62.5

2014 Target : BIO = 84*
ALG1 = 75.5
ELA 1 = 70.1
USH = 76*

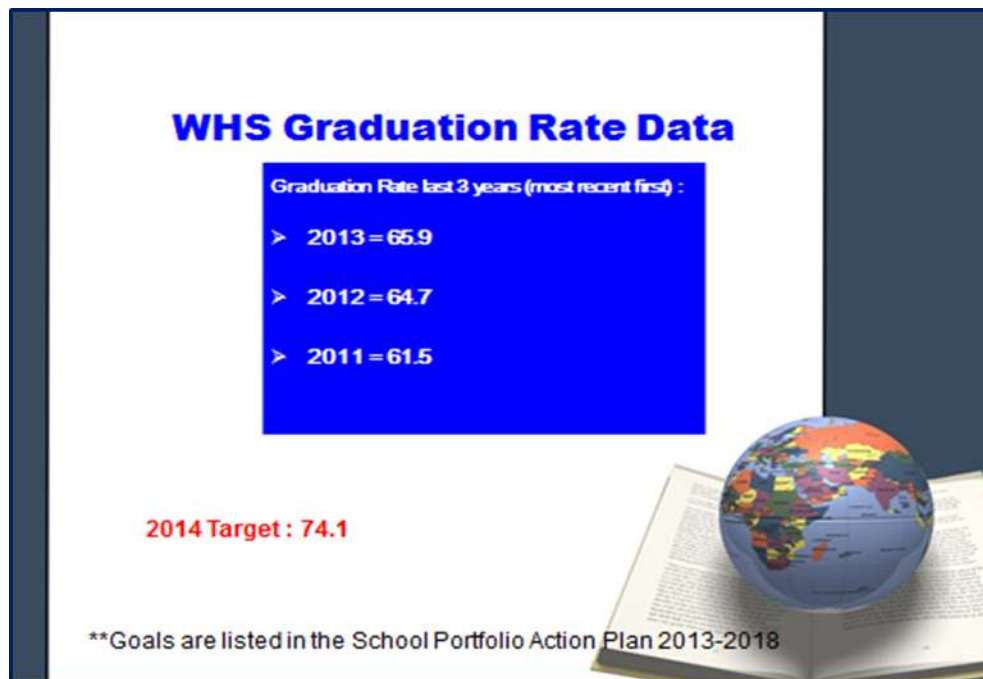
**Goals are listed in the School Portfolio Action Plan 2013-2018



Graduation Rate

While we did not meet our 2013 target, we did increase our graduation rate by 1.2 percent. Our system for record keeping has improved. In addition, there is an administrative system in place for an exit conference for students that withdraw from school. Our graduation rate is the lowest for our African Americans, males, and disabled subgroups.

Four-Year Cohort Graduation Rate				
	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	447	418	288	317
Number of Graduates in Cohort	289	273	221	241
Rate	64.7%	65.3%	76.1%	77.2%
*Used to calculate current ESEA/Federal Accountability Grade.				
Five-Year Graduation Rate				
	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	453	442	293	310
Number of Graduates in Cohort	293	298	228	238
Rate	64.7%	67.4%	77.4%	78.0%



ESEA/Federal Accountability Rating –2013

We improved our ESEA Overall Grade Conversion 15.7 points in just one year to a letter grade of D. It was disappointing for us to miss the grade of C by .3 points. It should be noted that four of the criteria are based on the 2013 data while three other criteria use data from the 2012 school year.

Woodmont High School		11/06/13-2301023
ESEA/Federal Accountability Rating System		
In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.		
Overall Weighted Points Total	69.7	
Overall Grade Conversion	D	
Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.8%		2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%		4.9%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No

Woodmont High School					11/07/12-2301023	
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 9-12						
All Students	231	231	77	69	96.3	95.3
Male	226	230	77	71	95.5	94.6
Female	236	232	77	67	97.3	96.2
White	234	237	79	70	95.8	94.3
African American	223	218	69	65	97.6	97.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	200	199	N/A	63	92.7	90.9
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	223	222	75	66	93.4	92.4
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95

Advanced Placement

The number of AP classes has increased. The passage rate for all rigorous core courses is very good. The number of exams, the AP students of scores of 3+, and the percent of total AP students with scores 3+ have increased over a three-year trend. Our success on AP/IB exams is increasing. We compare favorably with other schools like ours as we are 3.8% higher in AP/IB enrollment and despite a 1.5% decrease for our students; we are only 2.7% points lower than schools like ours.

Number of AP classes last 3 yrs (most recent first) :	Type class schedule:
➤ 2014 = 11 and 23 IB Classes	2014 = Traditional: 7 Period Day
➤ 2013 = 10 and 12 IB Classes	2013 = Traditional: 7 Period Day
➤ 2012 = 8 and 13 IB Classes	2012 = 4X4 HYBRID

2013

Enrolled in AP/IB programs	23.6%	Up from 15.3%
Successful on AP/IB exams	50.0%	Down from 51.5%

Honors, AP and IB Data

Total # of students enrolled in Honors, AP and IB courses

- 2013-2014 – 1,963 (current year)
- 2012-2013 – 1,739 (99% course pass rate)
- 2011-2012 – 1,670 (97% course pass rate)
- 2010-2011 – 1,692 (96% course pass rate)

Woodmont High students have steadily increased AP scores of 3 or higher with the 2012 AP scores being the highest in the last five years.

WHS AP Data

AP Results – Course Information				
	Total Number of AP Students	Number of AP Exams	Number of Tests with Scores of 3 or Higher	Percentage of Tests with Scores of 3 or Higher
2013	193	279	97	50.3
2012	137	203	74	54.0
2011	145	225	70	48.3
2010	160	247	61	38.1
2009	131	192	37	28.2

In May 2013, we tested 39 sections of both AP and IB tests. That is a 13 % increase from 2012. There were a total of 486 different students that sat at least one AP and or IB Exam.

International Baccalaureate Program

Students wishing to enroll in the IB Programme of Woodmont High School apply during their eighth grade year for the Diploma Programme. Admission is based upon teacher recommendations, a student essay, PASS 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. For 2012, GCS and WHS trained nine additional Middle Years Programme teachers - one teacher in the eight MYP subject areas of Language A, Language B, Math, Science, Humanities, PE, Art, Technology and Head of School. This is an initiative we are continue working on with Woodmont Middle School as it is for grades 6 through 10. Keeping teachers that have been trained in the IB Diploma Programme Curriculum must be a major focus. We have two teachers that have trained within the last year. One area of training is for IB Theatre. That makes us unique within GCS. For 2013, and additional teacher was trained.

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 is motivating marginal students to push themselves in trying one or two IB courses.

What is most exciting is the growth that we are experiencing in the program. Woodmont had the second highest number of students and tests with number and percentage of tests with Scores of 4 or Higher for GCS. We also had the second highest percentage of diplomas awarded in GCS for 2013. And, for 2013-2014, we have 8 fully immersed seniors which equal the highest number of seniors in the program. We also have 12 fully immersed juniors. As of July 5, 2013, Woodmont High has a total of 25 full diploma graduates.

	2013	2012
Enrolled in AP/IB programs	23.6%	Up from 15.3%
Successful on AP/IB exams	50.0%	Down from 51.5%

WHS IB Data

International Baccalaureate Results – Course Information				
	Number of Students Taking at Least 1 Exam	Number of IB Subject Tests Taken	Number of Tests with Scores of 4 or Higher	Percentage of Tests with Scores of 4 or Higher
2013	63	133	79	59
2012	37	86	36	42
2011	39	122	81	66
2010	37	95	82	86
2009	33	115	75	65
2008	33	68	40	59

International Baccalaureate Results – Diploma Information				
	Number of IB Diplomas Attempted	Number of IB Diplomas Awarded	Percentage of IB Diplomas Awarded	
2013	11	5	46%	
2012	7	3	43%	
2011	10	4	40 %	
2010	9	7	78 %	
2009	11	4	36%	
2008	2	0	0	

SAT and ACT

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. 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.

The SAT has been a weak point for our school but scores are beginning to improve even as more students take the test. We are pleased with the increase in both percent tested and scores over the past two years for both the SAT and the ACT.

ACT avg. last 3 yrs. (most recent first):	2013 = 19.4
	2012 = 20.5
	2011 = 20.9
SAT avg. last 3 years (most recent first):	2013 = 1374
	2012 = 1354
	2011 = 1405

Senior ACT Composite Scores				
Year		Test Takers	Score	Difference
2013		75	19.4	-.9 SC = 20.1
2012		77	20.5	+.3 SC = 20.2
2011		71	21.0	+.2 SC = 20.1
2010		64	20.7	+1.6 SC = 20.0
2009		61	19.1	-.3 SC = 19.8

Senior SAT Composite Scores				
Year	Test Takers	% Tested	Score	Difference
2013	165	53%	1374	+20 SC = 1423
2012	193	55%	1354	-51
2011	160	47%	1405	+34
2010	142	39%	1371	+20
2009	129	40%	1351	-79

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 latest 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.

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 through a concentration on Rigorous Instruction

Weaknesses

- It is difficult for a faculty to implement three programs at one time successfully.
- Different teachers are trained for each program thus causing divisiveness among the faculty.
- Ample time is needed for teachers to collaborate and write common curriculum.

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
- Continue Rigor, Relevance, and Relationships as the key to every initiative

Teacher and Administrator Quality: Data Analysis

The staff includes both veteran teachers and those relatively new to the profession. The chart below shows data related to faculty and staff for the past four years.

	2009-10	2010-11	2011-12	2012 - 2013
Teacher retention	89.0	88.2	90.2	90.2
Teacher attendance	96.7	91.3	93.9	93.8
Teachers with Advanced degrees	57.5	55.4	56.5	56.3
Teachers with Continuing Contracts	81.6	88.0	NAV	87.4
Emergency/Provisional Certification	5.1	NAV	NAV	NAV

Endorsements and Certifications	2011-12	2012-13
HSTW	93%	95%
Learning Focused	93%	95%
Gifted and Talented	11%	15%
Advanced Placement	15%	18%
Middle Years Programme	20%	25%
Diploma Programme	17%	20%
National Board	14%	15%
Baldrige School of Excellence	NAV	NAV
Technology Proficient	95%	91%

Progress is stagnant for us as 98.2% of our teachers are highly qualified. Most of the problems are stemming from the time it takes PACE teachers to satisfy their professional development requirements and passing their Praxis assessment. Our teachers with advanced degrees are sustained and continuing contract teachers are at a three-year high of 88.0%. Improvement in teachers returning from previous year continues at 90.2%. One identified and continued area in need of improvement is teacher attendance.

As noted in the School Profile, 28% of the faculty has been in teaching less than five years. In addition, 50% of our faculty is new to WHS. It is imperative, therefore, that consistent, meaningful support be given to these educators. At the same time, the needs of veteran

teachers must continue to be addressed. Meaningful, relevant professional development must be a consistent focus throughout the school.

The overall emphasis of professional development for teachers and administrators will be increasing rigor in all content areas and the implementation of the Common Core State Standards. The emphasis on reading and writing skills identified in CCSS that began in professional development at WHS during 2012-13 will continue in 2013-14 and beyond. The 2014 -1015 point of emphasis will be rigor and assessments.

Woodmont High School Professional Development Plan 2013 – 14

ACTIVITY	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Freshman Academy (weekly)	x	x	x	x	x	x	x	x	x	x	x
New Teacher Orientation	x	x	x	x	x	x	x	x	x	x	x
Administrative Cabinet Meeting (weekly – Monday mornings)	x	x	x	x	x	x	x	x	x	x	x
PDT: Department Chairs meeting ((week 1)	x	x	x	x	x	x	x	x	x	x	x
Departments (week 2) and PLCs (week 4)	x	x	x	x	x	x	x	x	x	x	x
Faculty meetings (week 3)	x	x	x	x	x	x	x	x	x	x	x
GCS District Meetings	x	x	x	x	x	x	x	x	x	x	x
Technology Trainings: <ul style="list-style-type: none"> • Promethean Board • Edmodo 		x	x	x		x					
PAS-T In-service: New Faculty		x									
PAS-T Goal-Setting Conferences – PLCs and Individual teachers with Administrators		x	x								x
Continuous Improvement Strategies for Rigor	x	x	x	x	x	x	x	x	x	x	x
Continuous Improvement HSAP and EOC for English and Math (with CRT, department chairs, department administrators)	x	x	x	x	x	x	x	x	x	x	x
Continuous Improvement for EOC: Science and Social Studies (with CRT, department chairs, department administrators)	x	x	x	x	x	x	x	x	x	x	x
Continuous Improvement for AP (with CRT, department chairs, department administrators)	x	x	x	x	x	x	x	x	x	x	x
Common Core and How to Plan for Rigorous Instruction	x	x	x	x	x	x	x	x	x	x	x
Third Thursdays (Induction Teachers and ADEPT Teachers)	x	x	x	x	x	x	x	x	x	x	x
GCS Common Core: ELA, Math, Science, Social Studies, CATE, WL, Fine Arts		x	x	x	x	x	x	x	x		
Botvin Life Skills Training	x	x	x	x	x	x	x	x	x	x	x
Basic Promethean Board Training			x				x		x		

Woodmont High School Professional Development Plan 2014 – 15

[illegible]

Greenville County School District Professional Development

Professional Development Areas of Emphasis: 2014- 2015

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

Greenville County School District Professional Development

Professional Development Areas of Emphasis: 2014 - 2015

PE/Health

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

Explicit Classroom Skills Needing Instruction To Support the Demands of Common Core

Thinking skills	Speaking and Listening	Research	Technology Implementation	Reading	Writing
Self-direction	Self-awareness and control	Self-direction	Self-direction	Self-direction	Self-direction
Evaluate what we read, write or hear	Collaborative discussion skills and techniques	Media and information literacy	Keyboarding skills	Balance literary genres	Explicit writing instruction for three genres – narrative, informational, and argumentative
Compare and contrast texts, opinions, media presentation, theories...	Awareness of audience, purpose and task when speaking or listening to others	Evaluate sources for bias and accuracy	Locating information online	Balance literature with informational text	Writing routinely for short and extended periods of time
Analyze content, structure, purpose, bias, perspective, ...	Formal speaking / presentation skills	Synthesize multiple sources to provide support for written and oral opinions	Media literacy	Self-selected and self-directed reading	Embedded language and vocab instruction to improve written communication.
Synthesize ideas, information, sources...	Listening and responding skills	Methods of documentation/citations for information found in research	Creation of media products	Embedded vocab study	Drawing evidence outside of personal experiences to support claims or ideas
				Text based questions	Writing across content areas
				Text based responses	
				Embedded language (grammar) lessons	
				Connections between texts and mediums	
				Content integration	

School Climate Needs Assessment

The primary concern from the data below is the continued decline in student attendance over the past four years. The continuation of individual conferences with each student and his parents through the guidance department should result in a greater percent in that category. An improvement in the increase in the student/teacher ratio contributes to our increase in student achievement.

School Report Card Data 2008-2012

	2009-10	2010-11	2011-12	2012 - 2013
Student Attendance	92.8	92.6	92.5	92.4
OSS/Expulsions for violence	1.3	1.3	.7	1.3
Parent attendance at conferences	87.9	88.1	37.3	90.9
Student/Teacher ratio in core courses	31.5 to 1	35.9 to 1	34.3 to 1	32.6 to 1

Survey Results: 2012-13 School Report Card

Survey results in two key areas – satisfaction with learning environment and perception of school safety – are summarized in the charts below.

Our questionnaire results from were somewhat inconsistent across students, staff, and parents. There were more participants in the 2013 survey. Results were overall, positive amongst teachers and satisfactory amongst students and parents. The lowest score was by the students regarding satisfaction with the learning environment.

Our teachers responded with the most favor in all responses and displayed a higher percentage of satisfaction in all three areas. The largest gain of satisfaction for the teachers was with the home-school relations.

the parents reported that they were satisfied with the learning environment along with a higher percentage (81.3%) of teachers. For 2013 a lower percentage (59.2%) of teachers were satisfied with the school-home relations.

2012

SDE 2013 Evaluations by Teachers, Students, and Parents

	Teachers	Students*	Parents*
Percent satisfied with learning environment	81.3%	77.7%	87.9%
Percent satisfied with social and physical environment	81.3%	80.5%	84.4%
Percent satisfied with home-school relations	59.2%	85.5%	87.5%

*Only eleventh grade students and their parents were included.

2013

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	87	259	61
Percent satisfied with learning environment	79.3%	65.6%	78.7%
Percent satisfied with social and physical environment	89.7%	72.6%	76.6%
Percent satisfied with school-home relations	71.2%	84.9%	70.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

STUDENT survey item: I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.4	13.9	48.2	29.5

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
18	20.9	43	18.1

Student survey item: *I feel safe at my school during the school day.*

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
4.2	4.8	31.5	59.4

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.5	11.5	37.6	42.3

PARENT survey item: I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
3.0	9.1	63.6	24.2

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.5	10.9	55.9	25.4

Parent survey item: *My child feels safe at school.*

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0.0	6.1	57.6	30.3

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
5.0	6.7	61.7	26.7

TEACHER survey item: I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
8.3	8.3	47.9	33.3

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
5.7	14.9	41.4	37.9

Teacher survey item: *I feel safe going to and coming from my school.*

2012:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0.0	2.0	22.4	75.5

2013:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0.0	4.6	18.4	77.0

The above data from surveys are encouraging as those who responded gave favorable ratings to the learning environment as well as school-home relations.

Technology

Our building was part of the 2012 GCS Technology Refresh Plan which has greatly helped ease the staff frustration regarding the lack of up-to-date computers and technology for instructional use. Each teacher now has use of a teacher laptop and most have use of a projection device, which includes a Promethean board, a SMART board or a LCD projector. Each administrator has use of a laptop and an iPad, which has limited use around the school because our building is not wireless. Wireless hubs were installed outside of each administrator's office, which allows them to use the technology in close proximity to their offices. Teachers also have the ability to use their laptops in the media center, because two wireless hubs were installed during the previous school year. This capability has allowed for more hands-on professional development sessions to be offered to the staff. We have a new PITSCO lab that is used with at risk Math students for five periods of each day.

Yet even with the new technology, technology equipment in our building is limited. We do have access to one general use computer lab of 38 networked computers in the media center and 6 student laptop carts with at least 25 student laptops per cart. With the new 400 student building addition, we now have an additional computer lab.

However there is only one cart updated with Microsoft Office 2010 and Windows 2007 software. The other five carts are eight years old and barely hold a charge for more than one class period. Since our resources are lacking, teachers are frequently unable to incorporate technology into their lessons.

An area of deficit has greatly improved this year. Nearly 100% of our classrooms have a Promethean Board. Promethean Boards. We have had three basic Promethean Board professional development courses for our teachers. The expectation is that all teachers in our building will have the basic training by August 2014. Our teachers are very excited to have the new boards in their classrooms.

We also have the following additional equipment available for checkout by teachers:

- LCD Projectors for teachers without a Promethean Board (59)
- SMART boards (11)
- Laptop and LCD projector combos (6)
- iPad Cart with 20 iPads – (1)
- TV with DVD and VHS (8) not all has a working DVD or VHS player
- Hue HD Webcams (6)
- SMART Document Camera (1)
- CPS Units (6)
- Smart Slates (10)
- Overhead projectors

Currently the percentage of our eligible teachers on staff who have completed the requirements for technology proficiency is 91%. The uncertified teachers are currently working on attaining proficiency. In order to increase the percentage of teachers who are

technology proficient, professional development training for next year will include a focus on technologies that will benefit the classrooms, such as more sessions on Edmodo, using iPads in classrooms, creating presentations with Prezi, and utilizing Google features, like surveys.

Woodmont
International Baccalaureate High School
Action Plan
2013-14 through 2017-18



SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from 88.6 % in 2012 to 92.3 % in 2018.

ANNUAL OBJECTIVE: Annually increase by .5 percentage point(s) students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.3	90.8	91.3	91.8	92.3
School Actual	88.6	88.6					
District Projected	X	X	92.9	93.9	94.9	95.9	96.9
District Actual	91.9	92.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 68.1 % in 2012 to 79.9 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.9	76.9	77.9	78.9	79.9
School Actual	68.1	74.9					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

*This also includes Star Academy students.

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from 80.7 % in 2012 to 83.2 % in 2018.

ANNUAL OBJECTIVE: Increase by .5 percentage points annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.2	81.7	82.2	82.7	83.2
School Actual	80.7	81.7					
District Projected	X	X	85.7	86.7	87.7	88.7	89.7
District Actual	84.7	86.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 73.4 % in 2012 to 79.5 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.5	76.5	77.5	78.5	79.5
School Actual	73.4	75.6					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance	95.0	95.9					
All Students	96.3	95.9					
Male	95.5	95.9					
Female	97.3	95.8					
White	95.8	95.1					
African-American	97.6	96.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	92.7	88.7					
Limited English Proficient	N/A	N/A					
Subsidized Meals	93.4	94.4					

ELA – District - High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100.0					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	N/A					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					
Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance	95	95.9					
All Students	95.3	95.9					
Male	94.6	96.4					
Female	96.2	95.3					
White	94.3	94.8					
African-American	97.6	97.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	90.9	87.3					
Limited English Proficient	N/A	N/A					
Subsidized Meals	92.4	94.9					

Math – District High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.9	98.9					
Male	98.6	98.7					
Female	99.2	99.0					
White	98.8	98.9					
African-American	99.0	98.8					
Asian/Pacific Islander	99.3	100.0					
Hispanic	99.1	99.0					
American Indian/Alaskan	100.0	N/A					
Disabled	96.7	95.8					
Limited English Proficient	98.6	98.6					
Subsidized Meals	98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 81.9 % in 2012 to 86 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82	83	84	85	86
School Actual	81.9	84.8					
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % US HIST/CONST I

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 55.3 % in 2012 to 70.6 % in 2018.

ANNUAL OBJECTIVE: Increase by 2.5 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	60.40	62.95	65.50	68.05	70.60
School Actual	55.3	75.9					
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

AP % 3+

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 48.3 % in 2011 to 62 % by 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		58	59	60	61	62
School Actual	48.3	54.0	50.3					
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55					

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by 2 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 2 points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	462	464	466	468	470
Critical Reading Actual	460	466					
Math Projected	X	X	461	463	465	467	469
Math Actual	459	466					
Writing Projected	X	X	437	439	441	443	445
Writing Actual	435	442					
Composite Projected	X	X	1360	1366	1372	1378	1384
Composite Actual	1354	1374					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496					
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492					
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474					
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462					

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by .1 point(s) each, the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by .1 point(s) each.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	20	20.1	20.2	20.3	20.4
English Actual	19.9	18.4					
Math Projected	X	X	20.1	20.2	20.3	20.4	20.5
Math Actual	20.0	19.4					
Reading Projected	X	X	21.2	21.3	21.4	21.5	21.6
Reading Actual	21.1	19.4					
Science Projected	X	X	20.3	20.4	20.5	20.6	20.7
Science Actual	20.2	20.0					
Composite Projected	X	X	20.6	20.7	20.8	20.9	21
Composite Actual	20.5	19.4					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.2	21.6					
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.7					
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.8					
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.9					
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.7	22.1					

GRADUATION RATE

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 2 percentage points each year, from 64.7 % in 2012 to 75 % in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 2 percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74.1	75.1	76.1	77.1	78.1
School Actual	64.7	65.9					
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9					

HSAP STRATEGIES

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Select and use HSAP workbooks and tutorial guides that will be used as a resource by grade 9 and 10 teachers	April 2013 – April 2018	<ul style="list-style-type: none"> • ELA/Math faculty 	\$1500	ACT 135 SDE School Climate Improvement Grant	Workbooks Unit Plans Analysis of Test Scores
Secure 500 copies of an updated Released Sample of the HSAP Exam to use as a Practice HSAP test for all students scheduled to take the Spring HSAP Exam	February 2013 – February 2018	<ul style="list-style-type: none"> • CRT 	\$1500	Class Accounts	Copy of Practice HSAP Exam Purchase Order
Conduct an HSAP Practice Exam Grading Event to determine students in need of remediation	March 2013 – March 2018	<ul style="list-style-type: none"> • CRT 	0	SDE SCI Grant	List of Students for Remediation Data Analysis of Results
Develop and communicate After School HSAP Review Sessions to students and parents	March 2013 – March 2018	<ul style="list-style-type: none"> • CRT 	0		Copy of Letter to Parent Copy of Review Session Calendar
Pay stipends to teachers for grading and HSAP Practice Tests	March 2013 – March 2018	<ul style="list-style-type: none"> • Principal 	\$2500	SDE SCI Grant	Payroll List
Pay stipends to teachers for conducting HSAP Practice review	March 2013 – April 2018	<ul style="list-style-type: none"> • Principal 	\$5000	SDE SCI Grant	Payroll List
HSAP diagnostic test using a WHS created test	August 2013- April 2014	<ul style="list-style-type: none"> • 10th grade English teachers 	\$ 0	n/a	
HSAP Practice test for 1 st time takers	August 2013- April 2014	<ul style="list-style-type: none"> • Administration 	\$ 0	n/a	
Renew USA TestPrep Software	March 2013 – March 2018	<ul style="list-style-type: none"> • CRT 	\$1500	SDE SCI Grant	Usage Analysis
Provide professional development to English/ Math teachers and CRT	March 2013 – March 2018	<ul style="list-style-type: none"> • CRT • GCS Consultant 	\$0	n/a	
Attend GCS monthly meetings for Common Core Standards	March 2013 – March 2018	<ul style="list-style-type: none"> • Administrators • CRT • English/Math staff 	\$0	n/a	Listing of GCS Professional Development Sessions

Conduct monthly Department and PLC meetings for English 1,2, Math, Algebra 1 and Geometry	March 2013 – April 2018	<ul style="list-style-type: none"> Administrators, CRT English/Math staff 	\$0	n/a	English/Math Departments and PLC Minutes
Increase the number of English and Math teachers	August 2013 – June 2018	<ul style="list-style-type: none"> Principal 			
Determine students with attendance issues and relay importance of attendance for HSAP testing	March 2013- April 2014	<ul style="list-style-type: none"> HSAP Testing Coordinator Guidance 			
Research students who do not attend WHS but whose scores impact WHS	August 2013- August 2018	<ul style="list-style-type: none"> Guidance Group Home 	\$ 0	n/a	Evaluate HSAP participation data
Use of phone messenger to remind parents of HSAP dates to ensure attendance	April 2015	<ul style="list-style-type: none"> Administration 	\$ 0	n/a	

EOC STRATEGIES

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Conduct an EOCEP Benchmark Test for English, Math, US History, and Biology	2 x year	<ul style="list-style-type: none"> English, Math, US History, Biology staff 	\$200	SDT SCI Grant	Data analysis of results
Academy Boot Camp	Summer 2014	<ul style="list-style-type: none"> Freshman Academy Coordinator CRT English Department Principal 		SDT SCI Grant	Data analysis of results
EOC Teacher-led Review Sessions	Each Spring	<ul style="list-style-type: none"> Teachers 	\$30/hr.	SDT SCI Grant	Data analysis of results
Renew site license for USA Test Prep	Fall 2014	<ul style="list-style-type: none"> Administration 	\$3000.00	SDT SCI Grant	Data analysis of results
GCS Benchmark Test-based class activities	Throughout the school year	<ul style="list-style-type: none"> English, Math, US History, Biology staff 	\$0	n/a	Data analysis of results
Teacher attendance at District Common Core Professional Development	Ongoing	<ul style="list-style-type: none"> Freshman Academy Coordinator CRT English Department Math Department Principal 	\$0	n/a	Individual Teacher PD Records

Conduct monthly Freshman Academy, department, and PLC meetings (vertical articulation)	August 2013-August 2018	<ul style="list-style-type: none"> Administrators CRT Teachers 	\$0	n/a	Attendance records
Continue use of student PASS data and grades to determine placement	August 2013-August 2018		\$0	n/a	PowerTeacher
Determine students in need of remediation	August 2013-August 2018		\$0		Data analysis of results
Pay stipends to teachers for evaluating EOCEP Practice Test Results August 2013-August 2018	August 2013-August 2018	<ul style="list-style-type: none"> Principal 	\$30/hr.	SDE SCI Grant	Attendance records
Pay stipends to teachers for conducting EOCEP Practice Test Results	August 2013-August 2018	<ul style="list-style-type: none"> Principal 	\$30/hr.	SDE SCI Grant	Attendance records
Schedule and communicate after school EOCEP review sessions to students and parents	August 2013-August 2018	<ul style="list-style-type: none"> Teachers CRT 	\$	SDE SCI Grant	Parent letter and list of invitees
Highly qualified teachers for EOC courses	August 2013-August 2018	<ul style="list-style-type: none"> Administration 		SDE SCI Grant	Data analysis of Teacher's EOC results
Creation of 5-10 question "Review" quizzes every Tuesdays and Thursdays*	April 2013-June 2015	<ul style="list-style-type: none"> Teachers 	\$0		
Multiple 60 question tests*	August 2013-June 2015	<ul style="list-style-type: none"> US History Teachers 	\$0		Posting results on s/s Edmondo page
Purchase EOCEP Prep books	August 2013-June 2015	<ul style="list-style-type: none"> CRT Science Department Chair 			Unit Plans Observations
Create Common Core tasks and projects	August 2014-June 2015	<ul style="list-style-type: none"> Department Administrators PLC CRT 			Unit Plans Observations
Re-schedule students as misplaced no later than the end of the 1 st Quarter or within two weeks of	April 2014 – June 2015	<ul style="list-style-type: none"> Principal Guidance 	\$ 0	n/a	List of students identified as misplaced. New schedule or misplaced students

identification					
Use the GCS Benchmark test for English 1 and Algebra I EOC (grade 9) twice per year	April 2013 – April 2018	<ul style="list-style-type: none"> Freshman Administrator CRT English/Math staff 	\$200	SDE SCI Grant	Data Analysis of Results
Identify students who need to be tested	August 2013 - April 2015	<ul style="list-style-type: none"> Guidance 			Evaluation of HSAP results Meet with students
Promote the importance of HSAP as graduation requirement	March 2014 – April 2015	<ul style="list-style-type: none"> Freshman Academy Coordinator Guidance 	\$ 500	Educational Fund	Letter to parents promoting the importance of HSAP testing for graduation and future employment
Incentive for EOC scores	May 2015	<ul style="list-style-type: none"> Freshman Academy Coordinator Guidance 	\$ 1000	General Fund	Evaluate participants in HSAP Exam
Conduct the Summer 8.5 Transitions Academy	2 weeks in early August	Freshman Academy Administrator		SDE SCI Grant	

SCI = School Climate Improvement

Grant Act 135

*These tests and quizzes are already in development and in use. They do not count towards grades.

SAT/ACT AP/IB Strategies

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Practice tests for SAT and ACT	August 2013 – August 2015	<ul style="list-style-type: none"> • Math teachers • Science teachers • English teachers 	<ul style="list-style-type: none"> • McGraw-Hill's <i>10 ACT Practice Tests</i> \$13.06 • Barron's <i>6 ACT Practice Tests</i> \$11.18 • Copies for class sets of practice if books/computers are not available • <i>The Official SAT Teacher's Guide, 2nd Edition</i> \$31.49 	School Climate Initiative Grant OR School District baseline	Unit Plans/Classroom Observations
Practice warm-ups for SAT and ACT 2-5 days per week	August 2013- June 2015	<ul style="list-style-type: none"> • Content area teachers 	<ul style="list-style-type: none"> • <i>The Real ACT (CD) 3rd Edition (Real Act Prep Guide)</i> by Inc. ACT-\$21.78 • <i>1,296 ACT Practice Questions, 2nd Edition (College Test Preparation)</i> by Princeton Review \$19.99 	School Climate Initiative Grant OR School District baseline	Unit Plans/Classroom Observations

Practice writing prompts for SAT and ACT	August 2013-June 2015	<ul style="list-style-type: none"> Content area teachers 	<ul style="list-style-type: none"> SAT/ACT/PSAT by Topics Entertainment \$21.94 <i>Cracking the ACT with DVD, 2013 Edition (College Test Preparation)</i> by Princeton Review \$17.26 <i>Cracking the ACT, 2013 Edition (College Test Preparation)</i> by Princeton Review \$15.98 	School Climate Initiative Grant OR School District baseline	Unit Plans/Classroom Observations
School-wide focus on research process	August 2013-June 2015	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
School-wide focus on grammar/mechanics	August 2013-June 2015	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Use nonfiction texts for critical/close reading	August 2013-June 2015	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Vocabulary development	August 2013-June 2015	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Focus on lab/lab reports	August 2013-June 2015	<ul style="list-style-type: none"> Science teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Focus on word problems	August 2013-June 2015	<ul style="list-style-type: none"> Math teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Focus rhetorical skills	August 2013-June 2015	<ul style="list-style-type: none"> English teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Increase teacher training	August 2013-August 2018	<ul style="list-style-type: none"> Administrators 			
Increase teacher retention	August 2013-August 2018	<ul style="list-style-type: none"> Administrators 			
Vertical teaching/Feeder patterns	August 2013-August 2018	<ul style="list-style-type: none"> Teachers 			
Smaller classes	August 2013-	<ul style="list-style-type: none"> Administrators 			

	August 2018				
Coordinated mock exams/review sessions	August 2013- August 2018	<ul style="list-style-type: none">• Teachers• AP Coordinator			
Better public relations	August 2013- August 2018	<ul style="list-style-type: none">• Faculty			

Graduation Rate Strategies

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Continue the Freshmen Academy	August 2014 – August 2015	<ul style="list-style-type: none"> Freshmen Academy Coordinator CRT 	\$1500	ACT 135, SDE School Climate Improvement Grant	Data Analysis of Results
Strengthen Vertical Articulation	February 2014 – June 2015	<ul style="list-style-type: none"> Administrators, CRT 	\$1500	Class Accounts	Meeting Schedule List of Students
Continue a credit recovery program	March 2014 – June 2015	<ul style="list-style-type: none"> Principal 	0		
Continue the JAG program	March 2014 – June 2015	<ul style="list-style-type: none"> Principal 	0		Copy of Letter to Parent
Re-establish mentor programs	March 2014 – June 2015	<ul style="list-style-type: none"> Principal 	\$2500	SDE SCI Grant	Records
IGPs through Guidance	March 2014 – June 2015	<ul style="list-style-type: none"> Principal 	\$5000	SDE SCI Grant	Records
Guard the accuracy of the student database	March 2014 – June 2015	<ul style="list-style-type: none"> Principal Guidance 			Database and Grad Rate Cohort Records
Develop a "Drop-Out Prevention" system	March 2014 – June 2015	<ul style="list-style-type: none"> CRT English II staff 			Data Analysis of Results
Continue utilization of Michelin Tutor Program	March 2014 – June 2015	<ul style="list-style-type: none"> All Staff 			Attendance Records
Dedicate a 9 th grade Guidance Counselor to the Freshman Academy	March 2014 – June 2015	<ul style="list-style-type: none"> Principal 			Counselor Portfolio
Provide professional development to the Freshman Academy Staff	March 2014 – June 2015	<ul style="list-style-type: none"> Freshmen Academy Coordinator CRT 			
Attend GCS monthly meetings on core subject areas and Common	August 2014 – May 2015	<ul style="list-style-type: none"> CRT GCS Consultant 			Listing of GCS Professional Development Sessions

Core Implementation					
Conduct monthly Freshmen Academy, Department, and PLC meetings	August 2014 – May 2015	<ul style="list-style-type: none"> Administrators CRT English staff 			Freshmen Academy, Department and PLC Minutes
Conduct the Summer 8.5 Transitions Academy	2 weeks in early August	<ul style="list-style-type: none"> Freshman Academy Administrator 		SDE SCI Grant	
Utilize the GCS Programs of Non-Traditional Schools and Satellite Programs including Life-Long Learning	August 2014 – June 2018	<ul style="list-style-type: none"> Guidance and Administration 			Student Transcripts and Data Analysis of Results

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ **Teacher/Administrator Quality** ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase the number of Highly Qualified Teachers to 100%.

ANNUAL OBJECTIVE: Increase the number of Highly Qualified Teachers by one percentage points from 95 percent in 2012 to 100.0 percentage points in 2018.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
High Qualified							
Projected	X	X	96%	97%	98%	99%	100%
Actual	95%	92					
Endorsements and Certifications							
HSTW	93%	95%	95%	95%	95%	95%	95%
Learning Focused	11%	15%	16%	16%	17%	17%	18%
Gifted and Talented	15%	18%	18%	19%	19%	20%	20&
Advanced Placement	20%	25%	45%	25%	25%	25%	25%
Middle Years Programme	17%	20%	21%	21%	21%	21%	21%
Diploma Programme	14%	15%	45%	16%	16%	16%	16%
National Board	12%	14%	15%	16%	17%	18%	19%
Balridge School of Excellence	NAV	NAV	TBD	TBD	TBD	TBD	TBD
Technology Proficiency	95%	91%	93%	95%	97%	99%	100%

Professional Development Strategies

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Continue PLCs	August 2014 – June 2015	<ul style="list-style-type: none"> CRT Administration 			
Unpack the Common Core standards	August 2014 – June 2015	<ul style="list-style-type: none"> CRT Administration 			
Development of Unit Plans	August 2014 – June 2015	<ul style="list-style-type: none"> CRT Administration 			
Provide training on the GCS Policy on Acceptable Use of Technology	August 2014	<ul style="list-style-type: none"> Media Specialists 			Portal Records
Provide professional development opportunities on digital citizenship	Fall 2014	<ul style="list-style-type: none"> Media Specialists 			Portal Records
Notify teachers of upcoming district technology professional development opportunities	August 2014 – June 2015	<ul style="list-style-type: none"> CRT Media Specialists 			Portal Records
Provide professional development opportunities on web 2.0 technologies	August 2014 – June 2015	<ul style="list-style-type: none"> Media Specialists 			Portal Records
Provide 6 professional development opportunities annually	August 2014 – June 2015	<ul style="list-style-type: none"> CRT Media Specialists 			Portal Records
Communicate with teachers regarding their certification status and recertification requirements	August 2014 – June 2015	<ul style="list-style-type: none"> CRT 			GCS Technology Proficiency Report
Communicate GCS technology courses – Intel 2 or A.L.I.V.E.- available to teachers to earn Technology Proficiency	March 2014 – August 2015	<ul style="list-style-type: none"> CRT 			Record of communication
Provide <i>Technology Day</i> on the fall GCS professional development day	March 2014 – June 2015	<ul style="list-style-type: none"> CRT Media Specialists Staff 			Portal Records
Provide training in Office 2010, Windows 7, Web 2.0, ActivInspire	March 2014 – June 2015	<ul style="list-style-type: none"> CRT ITFs 			Portal Records
Provide training for USA TestPrep for HSAP and EOC teachers	March 2014 – June 2015	<ul style="list-style-type: none"> CRT 			Portal Records
Woodmont Faculty and Staff Book	March 2014	<ul style="list-style-type: none"> CRT 			Portal Records

Club meetings	– June 2015	• Media Specialists			
Provide training in Prezi, Moodle, Glogster, Voicethread, and Edmodo	March 2014 – June 2015	• CRT • Media Specialists • Staff			Portal Records
Communicate GCS PD opportunities for the June Upstate Technology Conference & Summer Academy	March 2014 – June 2015	• CRT • Media Specialists			Record of communication
Communicate HSTW Summer Conference	March 2014 – August 2015	HSTW Coordinator, CRT	0		Record of communication
Communicate GCS Learning Focused training sessions	March 2014 – June 2015	CRT	0	District	Record of communication
Monitor Learning Focused implementation	March 2014– June 2015	Administrators, CRT, AP/IB Coordinator	0		Lesson Plans Observations
Communicate G+T and AP course opportunities	March 2014 – June 2015	CRT, AP/IB Coordinator	0		Record of communication
Communicate MYP and DP training opportunities	March 2014– June 2015	AP/IB Coordinator, Administrators	0	District, APIB Grant	Record of communication
Continue training in Rigorous Instruction to Faculty	October 2013 – June 2015	Administrators, CRT, AP/IB Coordinator	TBD	APIB Grant	Portal Records of Professional Development
Curriculum Mapping of Common Core Critical Skills lesson plans and assessments	December 2013 – June 2018	All Faculty			Maps; PLC Records

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	92.5	92.4					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

OSS and EXPLUSION FOR VIOLENT/CRIMINAL OFFENSES

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion and out-of-school expulsion rate for violent and/or criminal offenses below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain a student expulsion and out-of-school expulsion rate for violent and/or criminal offenses below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%
School Actual	0.7%	1.3%					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%					

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.9 % in 2012 to 90.9 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by .5 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.9	89.4	89.9	90.4	90.9
School Actual	87.8	78.7					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 77.7 % in 2012 to 82.7 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.7	79.7	80.7	81.7	82.7
School Actual	77.7	65.6					
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7					

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 81.2 % in 2012 to ____ % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.2	84.2	85.2	86.2	87.2
School Actual	81.2	79.3					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 93.9 % in 2012 to 96.4 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.9	95.4	95.9	96.4
School Actual	87.9	86.9					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 91 % in 2012 to 93 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.5	92.0	92.5	93.0	93.0
School Actual	90.9	80.3					
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0						

TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 89.8 % in 2012 to 98.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92	94	96	98	98.5
School Actual	89.8	94.3					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

Attendance/Learning Environment/Safety Strategies

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Administrative attendance intervention review	August 2013- August 2018	<ul style="list-style-type: none"> • Grade level administrators • Guidance counselors 	n/a	n/a	Intervention Plan
Calls made home after 3 consecutive absences	August 2013- August 2018	<ul style="list-style-type: none"> • Teachers • Grade level administrators • Guidance counselors • Attendance clerk 	n/a	n/a	Documentation of calls
Establish an Attendance Improvement Committee tasked to: <ul style="list-style-type: none"> • Clarify/publicize state/district/school policy on attendance to parents/community • Reward/recognize students whose attendance has improved • Establish/build relationship with community businesses which students frequent to get their support in keeping kids in school during school hours 	August 2013- August 2018	<ul style="list-style-type: none"> • Committee members • Administrators • Guidance counselors • Attendance clerk 	n/a	n/a	Documentation Incentive events (similar to Freshman incentives) Posters hung in area businesses supporting school attendance
Continue Freshman Academy Incentives	March 2013 – August 2018	<ul style="list-style-type: none"> • Freshman Academy Coordinator 	TBD	SDE SCI Grant	Freshman Academy Schedule and Records
Implement a Life skills Program in the Freshman Academy	March 2013 – August 2018	<ul style="list-style-type: none"> • Freshman Academy Coordinator 	\$10,000	SDE SCI Grant	Unit Plans Observations
Provide <i>High School 101</i> in Freshman Academy	March 2013 – June 2018	<ul style="list-style-type: none"> • Freshman 	\$ 0	SDE SCI Grant	Freshman Academy Schedule and Document

		Academy Coordinator			
Provide a School Wide Incentive Program	March 2014 – June 2018	<ul style="list-style-type: none"> Administrators Staff 	\$ 0	SDE SCI Grant	Incentive Records
Provide a School Wide Orientation Program	March 2014– August 2018	<ul style="list-style-type: none"> Administrators Staff 	TBD	SDE SCI Grant	Orientation Schedule
Strengthen ISS Program	March 2014– June 2018	<ul style="list-style-type: none"> Administrators 	\$ 0	District	ISS Records
Continue Freshman Academy Incentives	March 2014 – August 2018	<ul style="list-style-type: none"> Freshman Academy Coordinator 	TBD	SDE SCI Grant	Freshman Academy Schedule and Records
Implement a Life skills Program in the Freshman Academy	March 2014 – August 2013	<ul style="list-style-type: none"> Freshman Academy Coordinator 	\$10,000	SDE SCI Grant	Unit Plans Observations
Freshman Orientation	August 2014	<ul style="list-style-type: none"> 			
Open House	September 2014	<ul style="list-style-type: none"> 			
Conduct an IB Program Open House	Fall 2014	<ul style="list-style-type: none"> 			
School Messenger	August 2014- August 2018	<ul style="list-style-type: none"> 			
Web-based Parent Access	August 2014- August 2018	<ul style="list-style-type: none"> 			
Implementing student “showcase” nights		<ul style="list-style-type: none"> 			
Implement a school climate initiative team consisting of Administrators, Teachers, Students, and Parents	April 2014- August 2015	<ul style="list-style-type: none"> School Climate Coordinator 	\$ 0	n/a	Meeting Dates/Minutes/Learning Environment Survey
The team will set SMART goals to improve the learning environment	April 2014- August 2015	<ul style="list-style-type: none"> School Climate Coordinator 	\$ 0	n/a	Meeting Dates/Minutes/Learning Environment Survey
Partner with local businesses in	April 2014-		\$ 0	n/a	Meeting

surrounding area to assist with student achievement and transition	August 2015				Dates/Minutes/Learning Environment Survey
Continue to provide a school wide orientation program	August 2014- August 2018	<ul style="list-style-type: none"> • Counselors • Administrators • PTSA officers 	Varies	SDE SCI Grant	Orientation schedule
Upgrade classrooms to include at least one computer for student use	August 2014- August 2018	<ul style="list-style-type: none"> • Administrator 	Approximately \$900 per computer	Various sources	Record of classroom computer
Upgrade laptop carts and purchase additional carts for classroom use	August 2014- August 2018	<ul style="list-style-type: none"> • Media Specialist 	Carts are \$1500; Each laptop \$930	Various sources	Record of computer carts
Buy class sets of learning materials (workbooks and books) to be kept in the Media Center for classroom use, including use in special education classrooms	August 2014- August 2018	<ul style="list-style-type: none"> • Media Specialist 	Varies	Various sources	Record of instructional materials available for classroom teachers
Provide optional, relevant professional development	August 2014- August 2018	<ul style="list-style-type: none"> • CRT 	\$ 0	n/a	Portal records of Professional Development
Increase incentives for PTSA membership	August 2014- August 2018	<ul style="list-style-type: none"> • Administration • PTSA officers 	\$ 0	n/a	Meeting Calendar
Communicate MYP and DP training opportunities	August 2014- August 2018	<ul style="list-style-type: none"> • AP/ IB Coordinator • CRT • Administrators 	\$ 0	n/a	Record of communication
Conduct a Curriculum Night	October 2014; Spring 2015	<ul style="list-style-type: none"> • Guidance Department 	\$ 0		Agenda of Meeting
Showcase the MYP Projects	Spring 2014 - 2018	<ul style="list-style-type: none"> • 			
Develop a School-Wide Incentive Program for HSAP and EOC score results	Spring 2014- 2018	<ul style="list-style-type: none"> • Administration and Guidance 			Communication of Award Winners

2012 - 13 SC Annual School Report Card

<http://ed.sc.gov/data/report-cards/2013/high/c/h2301023.pdf>

2012 – 13 ESEA (Federal Accountability Rating System)

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301023>



Woodmont High School

2831 W. Georgia Road
Piedmont, SC 29673

Grades	9-12 High School	
Enrollment	1,701 Students	
Principal	Darryl A. Imperati	864-355-8600
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good*
2012	Good	Good
2011	Average	Below Average
2010	Average	Below Average
2009	Average	Below Average

* The School's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
25	6	0	0	2

* Ratings are calculated with data available by 11/06/2013.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	78.6%	75.8%	78.8%	81.2%	81.8%	84.8%
Passed 1 subtest (%)	11.2%	14.5%	11.3%	11.2%	11.6%	10.1%
Passed no subtests (%)	10.2%	9.7%	9.8%	8.2%	7.1%	5.6%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	89.8%	92.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	447	418	288	317
Number of Graduates in Cohort	289	273	221	241
Rate	64.7%	65.3%	76.1%	77.2%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	453	442	293	310
Number of Graduates in Cohort	293	298	228	238
Rate	64.7%	67.4%	77.4%	78.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	75.6%	79.6%
English 1	74.9%	76.2%
Biology 1/Applied Biology 2	84.8%	81.7%
US History and the Constitution	75.9%	66.0%
All Tests	77.6%	75.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,701)				
Retention rate	5.3%	Up from 4.8%	2.4%	2.9%
Attendance rate	92.4%	Down from 92.5%	94.6%	95.1%
Served by gifted and talented program	21.7%	N/A	19.9%	17.5%
With disabilities	16.0%	N/A	11.7%	11.9%
Older than usual for grade	10.1%	N/A	6.4%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.7%	1.3%	1.1%
Enrolled in AP/IB programs	23.6%	Up from 15.3%	19.8%	15.1%
Successful on AP/IB exams	50.0%	Down from 51.5%	52.7%	51.5%
Eligible for LIFE Scholarship	15.3%	Down from 19.0%	34.6%	30.6%
Annual dropout rate	3.8%	Down from 5.7%	2.7%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Students participating in work-based experiences	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
Career/technology completers placed	N/A	N/A	N/A	N/A
Teachers (n=87)				
Teachers with advanced degrees	56.3%	Down from 56.5%	65.4%	63.4%
Continuing contract teachers	87.4%	Up from 85.9%	84.6%	78.8%
Teachers returning from previous year	90.2%	No Change	88.0%	86.2%
Teacher attendance rate	93.8%	Down from 93.9%	94.6%	95.2%
Average teacher salary*	\$48,123	Up 2.7%	\$50,431	\$48,699
Professional development days/teacher	19.8 days	Up from 11.4 days	11.5 days	9.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	32.6 to 1	Down from 34.3 to 1	28.3 to 1	26.9 to 1
Prime instructional time	85.3%	Down from 85.5%	87.8%	89.0%
Dollars spent per pupil**	\$5,820	Up 10.8%	\$7,137	\$7,919
Percent of expenditures for teacher salaries**	58.0%	Down from 59.5%	56.5%	57.0%
Percent of expenditures for instruction**	59.0%	Down from 60.5%	60.5%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.9%	Up from 37.3%	96.2%	97.7%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	15.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Woodmont High School**11/06/13-2301023****Performance By Student Groups**

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	344	89.8%	1364	77.6%	418	65.3%
Gender						
Male	183	85.8%	734	76.4%	234	56.4%
Female	161	94.4%	630	79.0%	184	76.6%
Race/Ethnic Group						
White	238	91.2%	899	81.9%	284	65.5%
African American	76	84.2%	380	66.6%	101	62.4%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	26	92.3%	76	81.6%	28	71.4%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	49	53.1%	132	47.0%	58	27.6%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	11	100.0%	35	65.7%	13	84.6%
Socio-Economic Status						
Subsidized meals	153	86.9%	555	67.6%	159	60.4%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Report of Principal and School Improvement Council

Woodmont High School is a comprehensive school with a focus on rigorous programs to best prepare its students for the 21st century. Renewed focus has been placed on our International Baccalaureate Programme in order to prepare our students for the rigors of Common Core. For the past two years, the programme has been expanded to sophomores in a successful pilot program in order to gauge acceptance and readiness. In tandem, cohorts of teachers have been trained in the Middle Years Programme in order to further enhance the pilot and to complement existing initiatives. As well, our two year intensive transformation in teacher preparation has focused on rigor in the classroom. As a result, Advanced Placement and International Baccalaureate courses have been bolstered and record numbers of students are enrolling in higher level courses in order to be best prepared for continued education and the world of work.

As well, the School Improvement Council has initiated programs to support the mission of the school and its students. Critical to this support was the recognition of the needs of our most disenfranchised students. The SIC, with assistance from local churches, spearheaded an effort to garner local support for a backpack program which provides much needed basic foodstuffs to our students for weekends. This summer, the school serves as a provider of meals through the federal meals program. Breakfast and lunch is served four days a week. Our business partner, Michelin, supports our students by providing tutoring service to students in need of academic support, particularly in the area of HSAP and EOC examinations. As well, a successful School Climate Initiative grant was used to provide free after school tutoring and transportation in order to assist in the school and district goal of improving the academic performance of all students.

The SIC and Parent Teacher Student Association (PTSA) have partnered to improve communication to better inform parents and the community of Woodmont High's offerings. An emphasis on the use of multiple vehicles for communicating vital information is being explored. A partnership with PlanTHS will assist in making this effort a reality. Enhanced communication efforts will bolster school and home relationships as well as community understanding of our school programs and activities.

Finally, active fine arts, agriculture, and athletic Booster clubs support a variety of activities. These organizations donate time and talent to bolster student activities at our comprehensive high school. More than 5,000 volunteer hours were recorded this past school year, largely from parent and community members seeking to support and improve our fine school.

Patricia Lemons, SIC Chair
Darryl Imperati, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	87	259	61
Percent satisfied with learning environment	79.3%	65.6%	78.7%
Percent satisfied with social and physical environment	89.7%	72.6%	76.6%
Percent satisfied with school-home relations	71.2%	84.9%	70.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

Woodmont High School**11/06/13-2301023****ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	69.7
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Woodmont High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School - one of the 5% lowest performing Title I schools.
- ☐ Title I School - does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School - therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No

Woodmont High School
11/06/13-2301023
Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	234.9	230.1	83.2	71.7	95.9	95.9	64.7
Male	230.8	227.5	82.6	71.7	95.9	96.4	60.8
Female	239.5	233.2	83.9	71.6	95.8	95.3	69.7
White	236.3	235.4	86.5	73.6	95.1	94.8	66.3
African American	227.1	219.1	76.0	66.3	96.7	97.5	61.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	65.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	208.3	200.6	N/A	N/A	88.7	87.3	42.9
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	60.0
Subsidized meals	228.5	221.1	78.6	69.6	94.4	94.9	64.6
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

Woodmont High School
11/06/13-2301023
Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	407	96.3	11.4	31.8	37.5	19.4	56.8
	2013	411	95.9	11.4	23.9	32.0	32.7	64.7
Mathematics								
All Students	2012	407	95.3	20.6	29.1	26.0	24.2	50.3
	2013	411	95.9	18.3	31.5	25.9	24.4	50.3