



School Portfolio

Woodmont Middle School

"Climbing to New Heights..."

Gregg Scott, Principal

Greenville County School District

Mr. W. Burke Royster, Superintendent

2013-2014 through 2017-2018



SCHOOL RENEWAL PLAN COVER PAGE
REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Woodmont Middle School

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Alyssa Simmons		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Gregg Scott		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 325 North Flat Rock Road, Piedmont, SC 29673

SCHOOL'S TELEPHONE: (864) 355-8522

PRINCIPAL'S E-MAIL ADDRESS: gscott@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:	Gregg Scott
2. TEACHER:	Carlotta Dei
3. PARENT/GUARDIAN:	Lara Fernicola
4. COMMUNITY MEMBER:	Ron Young
5. SCHOOL IMPROVEMENT COUNCIL:	Alyssa Simmons
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>
School and Communities	Alyssa Simmons
Community Member	Rev. Chris Scott
PTA President	Laura Click
Counselor	Ann Brown
IB Coordinator	Penny Boswell
Instructional Coach	Judy Davis
Math Department Chair	Glenda Hawthorne
Parent / PTA Vice President	Alicia Olson
Media Specialist	Mary Alice Pinkley
ELA Department Chair	Amanda Vernon
Parent	Amy Tate

***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.**

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.

N/A **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

 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).

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.



Table of Contents



Woodmont Middle School Portfolio 2014-2015

<i>Portfolio Section</i>	<i>Page Numbers</i>
SDE Cover Page	2
SDE Stakeholder Involvement	3
SDE Assurances.....	4 - 5
Introduction.....	7 - 11
Executive Summary	12-13
School Profile	14 -18
Mission, Vision, and Beliefs.....	19 - 24
Data Analysis and Needs Assessment	25 - 63
Action Plan	64 - 89
2013-14 School Report Card ESEA (Federal Accountability Rating)	90

Introduction

The self- study process at Woodmont Middle School began in August 2013 when individual teachers and core academic departments analyzed PASS data. Each department met with the Instructional Coach to determine areas of strengths and weaknesses in student performance. The PASS data were examined at the strand level to determine instructional adjustments that were needed such as putting a greater emphasis on writing and using informational text across the disciplines.

The self- evaluation process revealed the need to adjust instruction to meet the rigor of the Common Core Standards and to prepare students for Smarter Balance type assessments. Teachers attended district level as well as school level Common Core professional development activities.

As part of the IB Re-evaluation in 2013-2014, an IB Cohort reviewed the previous evaluation data and did a self- study to validate IB integration into the total program.

The AdvancED committees reviewed evidence and drafted reports in preparation for accreditation. Their reports and needs assessments were then presented to the faculty, PTA and SIC and the information was incorporated into the School Portfolio.

Data were gathered from sources such as the school report card, PowerSchool, surveys, MAP reports, PASS reports, professional development calendars, district reports and IB reports.

Committees

Student Achievement Needs Assessment Committee: Reviewed achievement data such as PASS, EOCE, MAP, benchmark, classroom assessments etc.

ELA

Amanda Vernon

Holly Parks

Shanna Towery

Carlotta Dei

Gail Rodrigues

Kristy Starks

Ryan Dafforn

Adrienne Sellars

Math

Glenda Hawthorne

Angie Schwieger

Milton Parks

Janice Hughey

Shannon Johnson

Jennifer Porter

Susie Grabowski

Science

Michelle Century

Charlotte Thornton

Albert Moore

Susan Perham

Sheralyn Smith

Andrea Atkins

Social Studies

Sara Trimpe

Chris Lawrence

Peggy McKee

Lisa Bondy

Jennifer Olson

Penny Boswell

The School Leadership Team as well as the School Improvement Council reviewed data and the portfolio to determine areas that needed further work as well as areas of significant improvement. Other committees reviewed information and gathered data as needed. The Portfolio committees included:

School Profile ---- School Personnel: Reviewed certification and years of experience data.

Gregg Scott

Judy Davis

School Profile ---- Student Population: Provided student demographic (45 Day) information.

Racquel McCrary

Gregg Scott

Gale Sopko

Jennifer Fennell

Ann Brown

School Profile---- Academic and Behavior Features / Programs / Initiatives:

Reviewed discipline data, surveys, data regarding Rookie Camp, teaming, and IB initiatives.

School Improvement Council

Administration

AdvancED Self-Assessment Quality Standards Committees---- Rated the standards after reviewing the indicators and evidence such as survey results.

Purpose and Direction

Liza Manuel, Chair

Holly Bryant-Parks

Janice Wilkins

Andrea Atkins

Peggy McKee

Amy Rogers

Jennifer Porter

Ramona Candler

Governance / Leadership

Janice Hughey, Chair

Jennifer Fennell

Adrienne Sellars

Sheralyn Smith

Nannette Davis

Angie Fleury

Janet McWhite

Suzanne Grabowski

Gregg Cooke

Teaching / Assessing for Learning

Gregg Scott, Co-chair

Milton Parks

Amanda Vernon

Chris Lawrence

Malorie Goodman

Gail Rodrigues

Shannon Johnson

Zorayda Torcatt

Judy Davis, Co-chair

Brandi Bodalski

Angie Keel

Susan Perham

Jimmy Bagwell

Jennifer Olson

Tim Sexton

Resources / Support Systems

Tiffany Estes, Chair

Mary Alice Pinkley

Carlotta Dei

Angie Schwieger

Charlotte Thornton

Marsha Stone

Meredith Hamby

Carolyn Brown

Ann Brown

Using Results for Continuous Improvement

Penny Boswell, Chair

Kristy Starks

Lisa Sharer

Ryan Dafforn

Albert Moore

Lisa Bondy

Glenda Hawthorne

Merissa Singleton

Executive Summary

The needs assessment for student achievement revealed that more students scored Met or Exemplary on all PASS tests than the students in schools like ours as reported on the 2014 Report Card.

The PASS data showed an increase in the percent of students scoring Met or Exemplary in 6th grade science and 8th grade ELA, math, social studies, and science..

The analysis revealed that the mean scores of disabled students in all subjects was significantly less than the mean scores of nondisabled students and the AMO was not met.

Female students performed better on the PASS tests than males in math and ELA. Male mean scores in science and social studies were higher than the female scores.

White students had mean scores in all areas higher than other ethnicities.

One hundred percent of the students who took the Algebra I end of course test and 100% of the students who took the English I EOC passed.

The teacher and administrator quality assessment revealed that the percent of teachers with advanced degrees decreased from the previous year. The percent of teachers returning from the previous year decreased from 86.9% in 2013 to 85.2% in 2014. Teacher attendance rate remained the same at 94.5% in 2014.

The needs assessment for school climate revealed that student attendance decreased from 95.2% in 2013 to 94.6% in 2014.

The Report Card Survey revealed that 80% of the teachers, 72.3% of the students and 82% of the parents were satisfied with the learning environment.

Survey results revealed that 87.2% of the students, 83.6% of the parents and 95% the teachers feel safe at school which are significant increases from 2013.

The report card revealed an Absolute rating of **Average** and a Growth rating of **Average**. For the ESEA/Federal Accountability Rating System Woodmont Middle received a score of **82 or a B**.

We have three performance goal areas detailed in our Action Plan:

Raise the academic challenge and performance of each child.

Ensure quality personnel in all positions

Provide a school environment supportive of learning

The significant challenges for Woodmont Middle for the past three years include the inability to meet the IB foreign language requirement of every student taking a full year of a foreign language, the decrease in enrollment which causes a loss of teachers and increases class size, the lack of remediation teachers/programs for reading and math because of decreased teacher allocations, and the lack of parental involvement.

The significant accomplishments over the past three years include receiving the Palmetto Silver Award for General Performance Improvement in 2012 and 2013 and earning a Good for Improvement on the Report Card. The School Improvement Council was named as an Honor Roll SIC for the Riley Award in 2012. In 2011 Woodmont Middle was named as a finalist for the Panasonic School Change Award. The related arts department has expanded to include strings, art, drama and dance teachers. The school has received the United Way Award for Campaign Achievement for seven consecutive years. Sixth grade teachers and administrators developed and implemented a Rookie Camp for incoming sixth graders. An intramural program has been implemented. The school received a 21st Century Community Learning Center Grant to provide an after school program for 6th graders. The Beta Club received a State Beta Club Award. Students received awards at the YMCA Model UN Conference. Several students received PTSA Reflection awards and the strings students received district recognition.

Many students participated in the school drama productions as well as in the high school production.

School Profile

School Community

Woodmont Middle School is a sixth through eighth grade public school located in a rural setting in southern Greenville County. The school first opened in 1982 and later was totally renovated and reopened in January, 2008 with the capacity to accommodate 1000 students.

With the new renovation and expansions, Woodmont Middle School has an area for each grade level. Each grade level area is color coded and has storage spaces for books and teaching supplies, science labs, planning areas, restrooms, and an administrative office.

All classrooms are equipped with telephones, Promethean Boards and new laptop computers with docking stations for each teacher. There are three newly furnished computer labs and six rolling wireless laptop computer carts for classroom use. The school went through technology refresh in October 2012.

Since the opening of the Southern Connector in 2001, more industrial and commercial development has occurred. Within the last few years several strip malls and fast food restaurants have opened.

In addition, numerous housing developments have been built or are in the process of development. In response to this growth, the district built a new middle school in the area to accommodate the growth. The new school is closer to the targeted geographic area that it serves.

Though many of the parents work during the school day, we have a dedicated core of parents who are able to volunteer their time. Parents operate a school store, provide refreshments for the faculty and furnish meals for athletic teams.

Woodmont Middle works closely with members of the faith community, and nearly 150 students attend the Christian Release Program each week. The ministers in the area visit the school and participate in the Pastors Breakfast. One of the local

churches provided transportation and chaperones for the students who participated in the Model United Nations Program.

Michelin, one of our business partners, provides mentors at lunch time for our students and 3M provides office supplies.

School Personnel

The staff is comprised of a principal, an assistant principal, an administrative assistant, an instructional coach, a half time International Baccalaureate Coordinator, two guidance counselors, a Media Specialist, an ESOL teacher, 5 special education teachers, ten related arts teachers, and 25 regular education teachers. There are 4.5 clerical staff members, an in school suspension teacher and a classroom aide. Agency partners housed on campus include a resource officer and a mental health counselor.

For 2013-2014 teacher attendance was **94.5%**; teachers with advanced degrees were **51.3%**; and teachers returning from the previous year were **85.2%**.

Of the professional staff, thirty-seven (37) are female and ten (10) are male. Eight (8) are African-American; one (1) is Hispanic and forty (40) are White. The experience levels of the professional staff are detailed below:

Years of Experience of Professional Staff 2014-2015

0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	30+ years
13	8	7	7	2	4	7

Our principal, Mr. Gregg Scott has 17 years of educational experience as a teacher and administrator. He became principal at the beginning of the 2007-2008 school year. Mr. Chad Maguire, our assistant principal, is in his first year at Woodmont Middle School and has been in education for seventeen years. Ms. Tonya Woods, administrative assistant, is in her first year at Woodmont Middle and has been in education for eighteen years.

Student Population Data

As of October 2014, Woodmont Middle School had an enrollment of 629 students. This marks a decrease of 34 students from the 2013-2014 school year when the enrollment was 663.

The current population consists of 54.4% White, 32.1% African American/ Black, 7.3% Hispanic/Latino, 5.6% two or more races, .16% Native Hawaiian, .16% Asian and .3% American Indian/Alaskan Native.

The student attendance percentage for 2013-2014 was 94.6%. This is a decrease of .5% from the previous year. Efforts to improve attendance and increase awareness include the use of daily announcements, posted charts, various incentives, intervention conferences and parent communication using the School Messenger.

As of the 45th day, 17.5% of the students were identified as having special learning needs. They are served through self-contained classes, inclusion classes, resource classes and tutorial classes.

Eighty (80) students are identified as Gifted and Talented. They are served in GT or Honors ELA classes.

Currently 65.3% of the students receive free or reduced priced meals. This is an increase from 62% on free or reduced priced meals in 2013-2014.

Three students were retained during the 2013-2014 school year: 1 in sixth grade, 1 in seventh grade, and 1 in eighth grade as compared to ten students following the 2012-2013 school year.

Major Academic and Behavioral Features

A major initiative of the school is the implementation and development of the International Baccalaureate Middle Years Programme (IBMYP) for Woodmont Middle School in partnership with Woodmont High School. Woodmont Middle School became an authorized International Baccalaureate School in February 2005. Beginning in 2002 and continuing through the present, as funding has allowed, our faculty and staff have attended official off-site International Baccalaureate Organization (IBO) sponsored training sessions specific to content areas, coordination, and assessment. Seven staff members completed Level II training in subject specific areas in 2007-2008. In addition, seven staff members attended the Regional Conference with two teachers presenting at the Conference. Woodmont Middle School has hosted several site visits for other schools interested in becoming an authorized IB MYP school.

In the spring of 2010, we successfully completed our first 5-year IB evaluation visit. The administration, faculty, staff, students, parents, and community of Woodmont Middle are committed to offering an IBMYP of world class excellence.

We offer the International Baccalaureate Middle Years Programme to all students in our school. As part of this program, our students give back to the stakeholders by participating in community and service opportunities. Our students take the leadership role each year through our student-led conferences. Cultural night is a culminating event that showcases students' learning across content areas from an international approach. This year will mark our eleventh year of the event. Also, we celebrate IB Learner Profile Students of the Month to recognize students who exhibit the characteristics of the IB Learner Profile.

The organizational structure for Woodmont Middle School centers on teacher and student learning teams. A team of teachers typically consists of about 4 teachers who teach a group of about 100- 120 students that they commonly instruct. The teachers on the team teach all the core academic subjects and share common blocks of time for all collaborative and independent planning. This time is also used for in-service training, curriculum mapping, creation and monitoring of pacing guides, horizontal curriculum planning, parent conferences, and individual student conferences. Students receive four periods of academic instruction and two periods of related arts classes. Vertical teaming with other grades is achieved through academic departmental meetings among teachers.

Mission, Vision, and Beliefs

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think it should operate.

We believe curriculum at Woodmont Middle should be:

- 1 Coordinated with state and IB MYP Aims and Objectives
- 2 Meaningful, engaging and challenging
- 3 Relevant to real life
- 4 Infused with a wide variety of related arts
- 5 Complemented by updated materials and textbooks
- 6 Developmentally and socially responsible to the whole child
- 7 Inclusive of technology and research skills
- 8 In-depth and concise
- 9 Replete with thinking skills
- 10 Inclusive of Community and Service opportunities

Instruction at Woodmont Middle should be:

- 1 Connected to previous knowledge and learning
- 2 Articulated with an interdisciplinary focus
- 3 Woven together using best practices such as cooperative learning, Learning Focused, team teaching, and the IB MYP curriculum model.

- 4 Provided by highly qualified teachers
- 5 Complemented by logical scheduling
- 6 Delivered in classes with a low student-teacher ratio
- 7 Aligned with state and IB MYP aims and objectives
- 8 Varied in approaches to teaching and interesting to create curiosity
- 9 Consistent with IEP or student learning goals
- 10 Delivered so that every student gets what he/she needs
- 11 Infused with critical thinking skills, inquiry based projects, active learning strategies, and direct instruction
- 12 Able to enhance individual learning styles
- 13 Inclusive of high expectations for all students

Assessment at Woodmont Middle should:

- 1 Demonstrate student progress
- 2 Include peer assessments
- 3 Utilize both traditional and alternative, performance-based assessments
- 4 Be aligned with state and IB MYP aims and objectives
- 5 Be aligned with IB MYP assessment criteria
- 6 Be fair, authentic, and reflective
- 7 Reveal acquisition and application of knowledge
- 8 Be aligned with state tests
- 9 Use a variety of formats, structures, and outcomes
- 10 Utilize focused learning and IB MYP strategies such as rubrics

11 Include pre and post assessments

12 Display student strengths

The school environment at Woodmont Middle should:

1 Be supportive of a rigorous curriculum (IB MYP)

2 Provide opportunities for success

3 Include extra-curricular activities for students

4 Encourage a diverse faculty

5 Provide an inviting, nurturing, comfortable, safe, and clean school

6 Be accepting of differences

7 Provide consistence links to real life expectations

8 Be orderly and organized

9 Celebrate diversity

Purpose

Purpose is the aim of the organization; the reason for existence. The purpose is very important for creating the mission and the vision. The purpose of Woodmont Middle School is to prepare our students both academically and socially, to create an atmosphere of inquiry, and to foster a love of learning.

Mission

The mission serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and will move Woodmont Middle School forward. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible.

Our mission statement is:

Woodmont Middle School will prepare students academically and socially to become responsible, productive citizens of a global society.

Shared Vision

Our vision is a specific description of what Woodmont Middle School will be like when the mission is achieved. A vision is a mental image. It is written in terms that everyone can understand and see in the same way.

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Woodmont Middle School students:

Curriculum must be up-to-date, aligned with state curriculum standards and IB aims and objectives, and designed to help students meet achievement goals. Therefore, curriculum will be:

- Meaningful, engaging and challenging
- Coordinated with state standards, IB aims and objectives, and IB areas of interaction
- Combined with appropriate materials and textbooks
- Suffused with technology and research skills
- Reflective of cross curricular connections

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

- A connection to previous knowledge and learning
- Best practices such as cooperative learning, focused learning, team teaching, and IB MYP curriculum model
- Critical thinking skills, active learning strategies, and direct instruction
- A knowledge and appreciation of individual learning styles
- High expectations for all students

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

- Both traditional and alternative
- Performance-based
- Designed to demonstrate student progress
- Fair, authentic and reflective
- Aligned with state tests and IB MYP assessment criteria

The learning environment will provide a safe and nurturing atmosphere where differences are celebrated. The environment will include:

- Support for a rigorous curriculum
- Opportunities for success
- A stimulating, positive, congenial and cooperative atmosphere
- An inviting, nurturing, comfortable, safe and clean school

- Low student-teacher ratio

Vision Narrative

When Woodmont Middle's vision is realized, students will be actively involved in learning. The learning environment for students will be positive, safe, inviting and focused. Students will leave Woodmont Middle with the necessary academic and social skills to successfully meet their personal goals while moving forward to the next level in their educational experience.

Woodmont Middle teachers and administrators will work together to provide a safe and nurturing environment in which all students may experience success. Teachers will use professional development obtained from conferences, university classes and /or work with consultants to learn effective ways of teaching and becoming a resource for each other. Parent and community partnerships will be an invaluable asset for improving student achievement. Testing will encompass a broad spectrum of real-life, authentic, and performance based assessments. Pride in our accomplishments, paired with public recognition of a job well done at award programs, will enable us to celebrate our success.

Data Analysis and Needs Assessment

Student Achievement

PASS

PASS is standards based state test and includes assessments in writing, ELA (reading & research), mathematics, science, and social studies. The writing portion of the test is administered over two days in March and the remaining tests are administered in May. All students in 6th, 7th, and 8th grade take the ELA (reading & research), and mathematics PASS tests. In 2012, only 8th graders took the writing PASS test. However, beginning in 2013 all grades took the writing test. All students in 7th grade take both the science and social studies PASS test. Students in 6th and 8th grade take either the science or the social studies PASS test so that about half of the students take each test. The following tables/charts show our spring 2014 PASS test results. These results reflect data from the official school reports that are published on the State Department website.

PASS Scores 2010-2014

PASS ELA –All Students

	2010	2011	2012	2013	2014
Exemplary	30.1	29.8	33.7	34.7	36.5
Met	36.4	38	36.6	37.8	32.5
Not Met	33.5	32.2	29.8	27.5	30.7

PASS ELA – Grade 6

	2010	2011	2012	2013	2014
Exemplary	32.4	36	42.7	30.9	33
Met	43.2	36	32.2	40.7	30.9
Not Met	24.3	27.9	25.1	28.4	36.1

PASS ELA – Grade 7

	2010	2011	2012	2013	2014
Exemplary	29.4	29.4	28.5	35.3	30.8
Met	34	37.9	40.4	40.8	35.7
Not Met	36.6	32.7	31.1	23.9	33.5

PASS ELA – Grade 8

	2010	2011	2012	2013	2014
Exemplary	28.4	23.7	29.4	38.2	44.8
Met	31.3	40.3	37.4	30.6	31.4
Not Met	40.3	36	33.2	31.2	23.8

PASS MATH – All Students

	2010	2011	2012	2013	2014
Exemplary	18.7	23.4	29.4	28.5	23.2
Met	40.2	45.9	43.3	46.9	45.4
Not Met	41.1	39.7	27.3	25.6	23.2

PASS MATH – Grade 6

	2010	2011	2012	2013	2014
Exemplary	25.7	28.4	38.9	22.7	19.6
Met	42.8	43.7	38.4	46.9	42.3
Not Met	31.5	27.9	22.7	30.4	38.1

PASS MATH – Grade 7

	2010	2011	2012	2013	2014
Exemplary	14.4	28.5	27.5	37.6	21.7
Met	36.1	42.5	45.6	39.9	48
Not Met	49.5	29	26.9	22.5	30.3

PASS MATH – Grade 8

	2010	2011	2012	2013	2014
Exemplary	15.2	12.4	21.8	23.5	27.6
Met	41.2	52.2	46	52.4	46
Not Met	43.6	35.5	32.2	24.1	26.4

PASS SOCIAL STUDIES – ALL Students

	2010	2011	2012	2013	2014
Exemplary	24.8	28	30.2	37.2	27.1
Met	40.5	41.3	42.8	38.2	42.7
Not Met	34.7	30.7	27	24.6	30.2

PASS SOCIAL STUDIES- Grade 6

	2010	2011	2012	2013	2014
Exemplary	29.2	29.7	27.9	36.7	18.9
Met	54	52.5	54.8	50	56.8
Not Met	16.8	17.8	17.3	13.3	24.2

PASS SOCIAL STUDIES – Grade 7

	2010	2011	2012	2013	2014
Exemplary	23.7	28.5	28	35.8	27.1
Met	34	36	40.9	38.1	39.4
Not Met	42.3	35.5	31.1	26.1	33.5

PASS SOCIAL STUDIES – Grade 8

	2010	2011	2012	2013	2014
Exemplary	21.9	25	36.4	41.4	33.3
Met	38.1	41.7	34.6	25.3	37.5
Not Met	40	33.3	29	33.3	29.2

PASS SCIENCE- All Students

	2010	2011	2012	2013	2014
Exemplary	15.9	14.8	23.8	23.4	25.7
Met	51.6	51.5	47	48.6	43.1
Not Met	32.5	33.8	29.2	28	31.2

PASS SCIENCE – Grade 6

	2010	2011	2012	2013	2014
Exemplary	9.2	9.4	11.3	6.3	12.1
Met	55	52.1	50	42.7	48.5
Not Met	35.8	38.5	38.7	51	39.4

PASS SCIENCE – Grade 7

	2010	2011	2012	2013	2014
Exemplary	13.9	15	24.4	30.7	22.2
Met	55.7	53.7	51.3	51.8	47.5
Not Met	30.4	31.3	24.4	17.4	30.3

PASS SCIENCE – Grade 8

	2010	2011	2012	2013	2014
Exemplary	26.4	20	35.6	24.1	43.7
Met	40.6	45.6	36.5	47	30.3
Not Met	33	34.4	27.9	28.9	26.1

PASS WRITING – All Students

	2010	2011	2012	2013	2014
Exemplary				28.9	20.3
Met				50.7	48.6
Not Met				20.4	31.1

PASS Writing – Grade 6

	2010	2011	2012	2013	2014
Exemplary				18.2	21.1
Met				52.2	54.1
Not Met				29.7	24.7

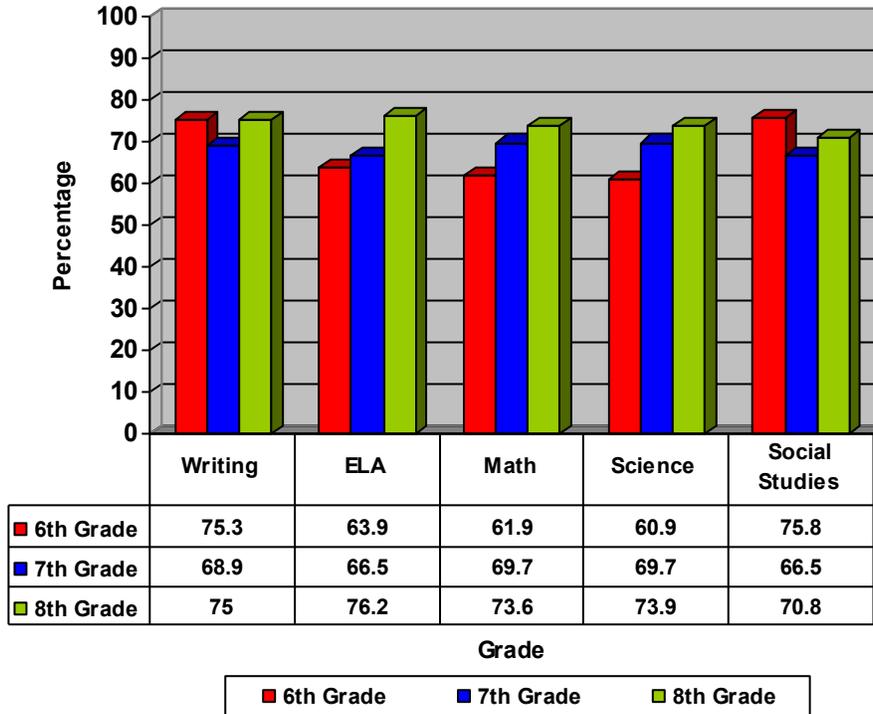
PASS Writing – Grade 7

	2010	2011	2012	2013	2014
Exemplary				28.9	20.3
Met				50.7	48.6
Not Met				20.4	31.1

PASS Writing Grade 8

	2010	2011	2012	2013	2014
Exemplary	17.9	18.2	31	24.9	34.3
Met	46.7	36.4	42.7	50.9	40.7
Not Met	35.4	45.5	26.3	24.3	25

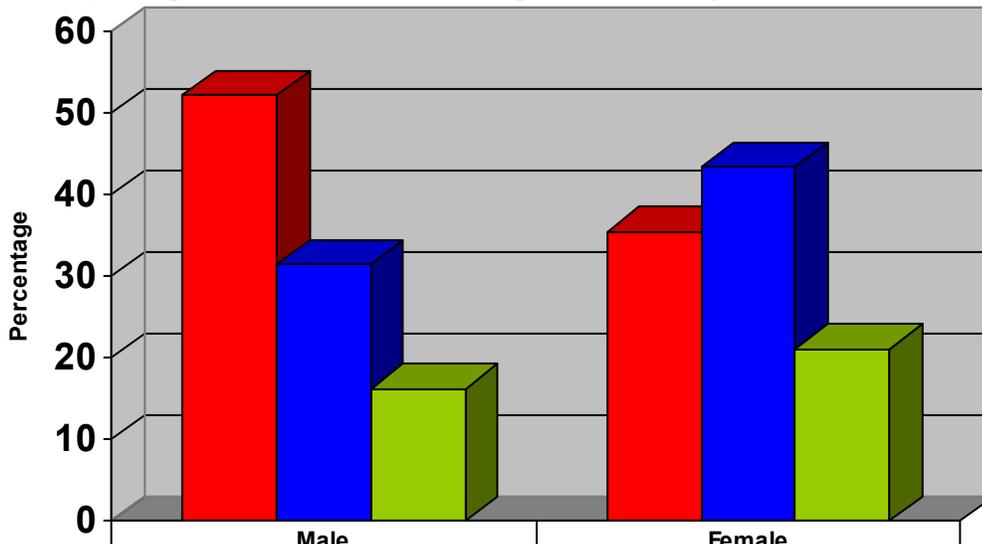
**Spring 2014 PASS
Percentage of Students Scoring Met and Exemplary**



The chart above shows the percent of students who scored either Met or Exemplary on the spring 2014 PASS test by grade level and subject. The identified areas of weakness for 2014 were 7th grade scores at all areas and 6th grade scores for all areas except writing and science. 8th grade scores showed improvement in all areas except writing.

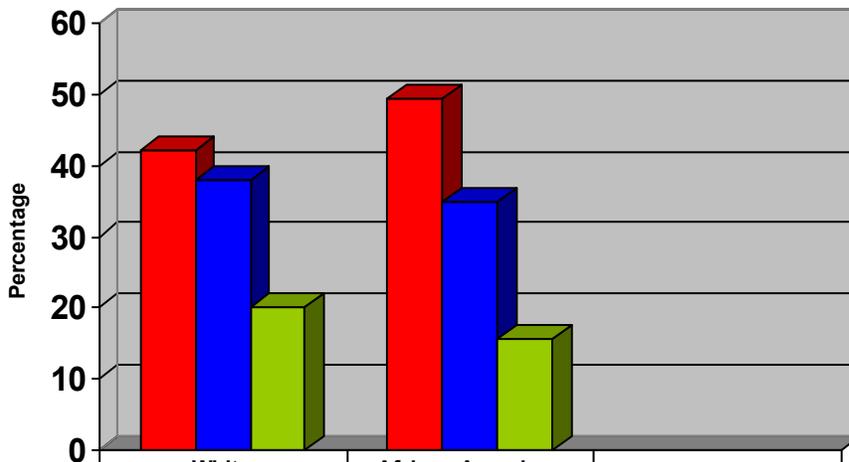
The following graphs reflect PASS performance in each subject by subgroups for our school on the annual state report card. The data were reported differently on the 2012 Report Card. Mean Scores in line with ESEA reporting were provided. The 2012 and 2013 data reflect mean scores.

Spring 2011 PASS Writing Scores By Gender



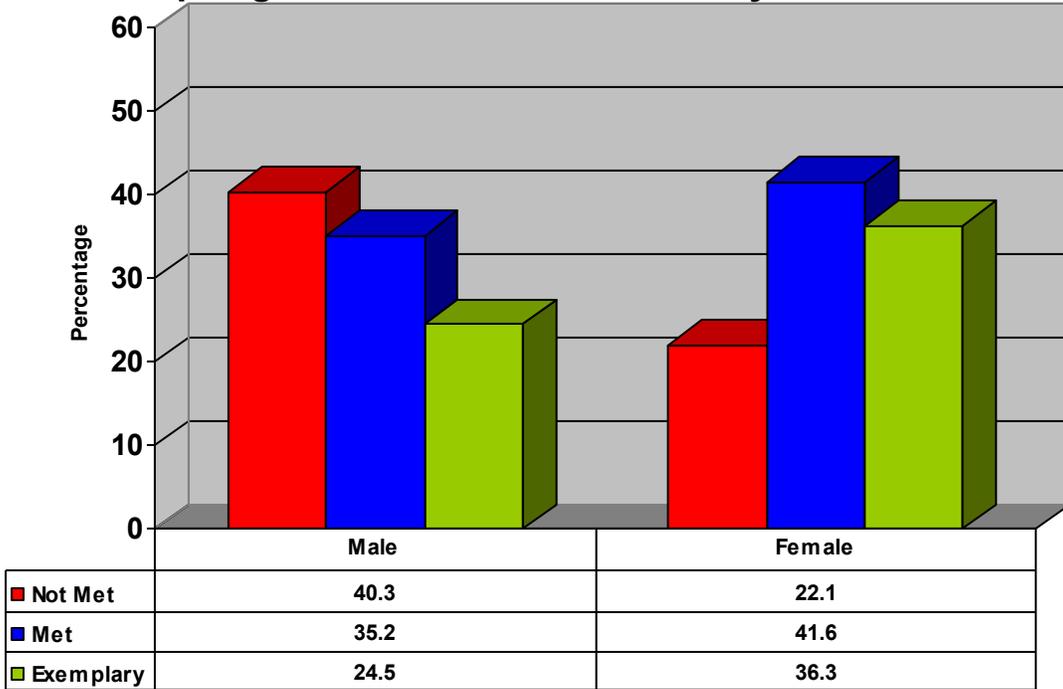
	Male	Female
Not Met	52.3	35.5
Met	31.5	43.4
Exemplary	16.2	21.1

Spring 2011 PASS Writing Scores By Racial/Ethnic Group

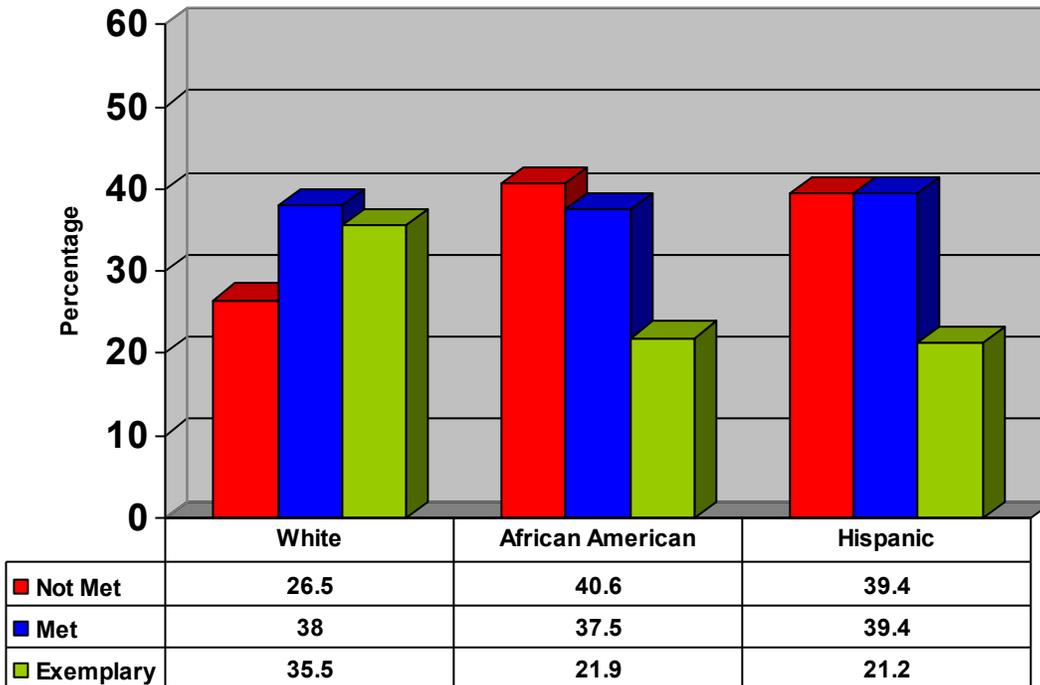


	White	African American
Not Met	42.1	49.4
Met	37.9	34.9
Exemplary	20	15.7

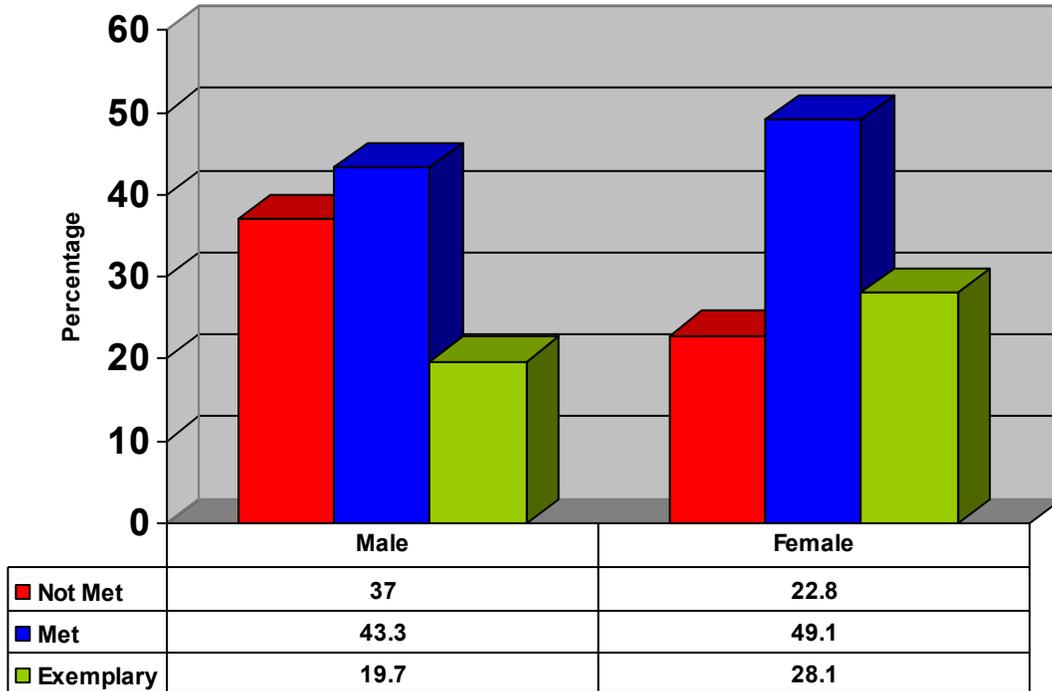
Spring 2011 PASS ELA Scores By Gender



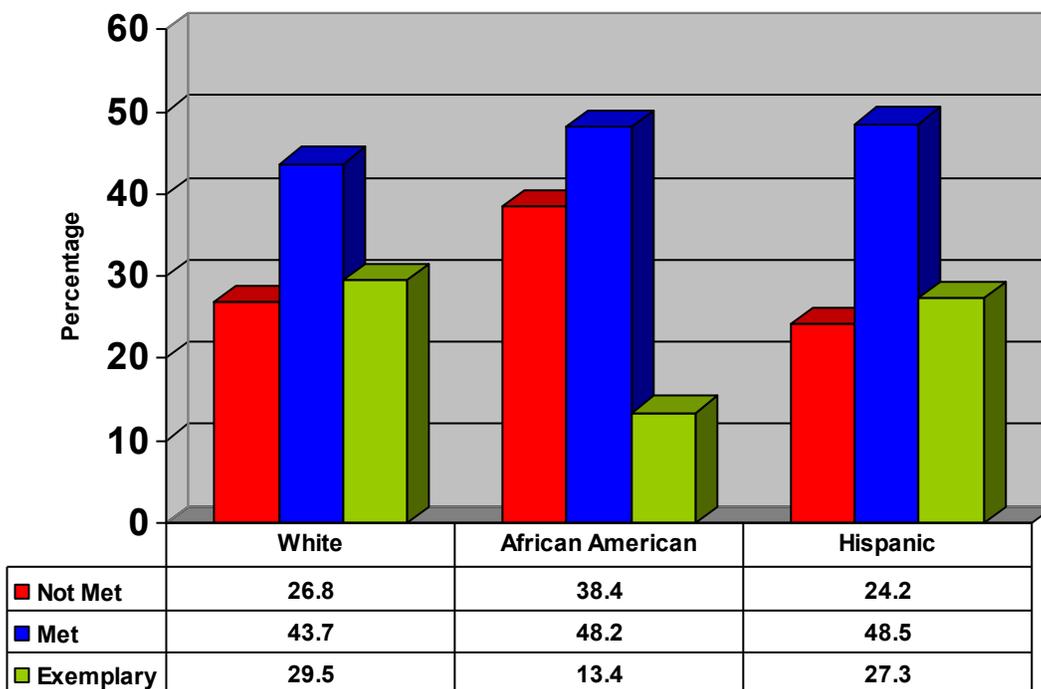
Spring 2011 PASS ELA Scores By Racial/Ethnic Group



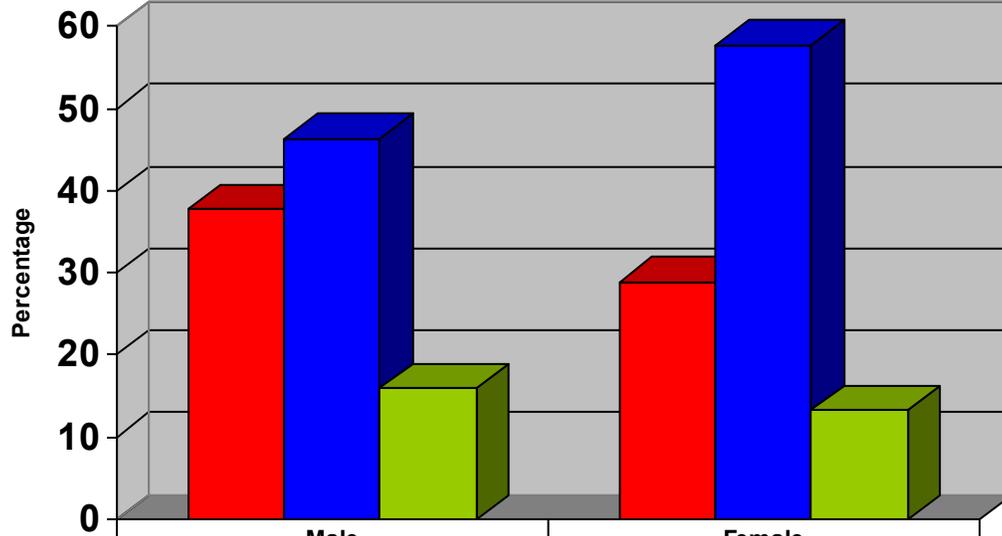
Spring 2011 PASS Mathematics Scores By Gender



Spring 2011 PASS Mathematics Scores By Racial/Ethnic Group

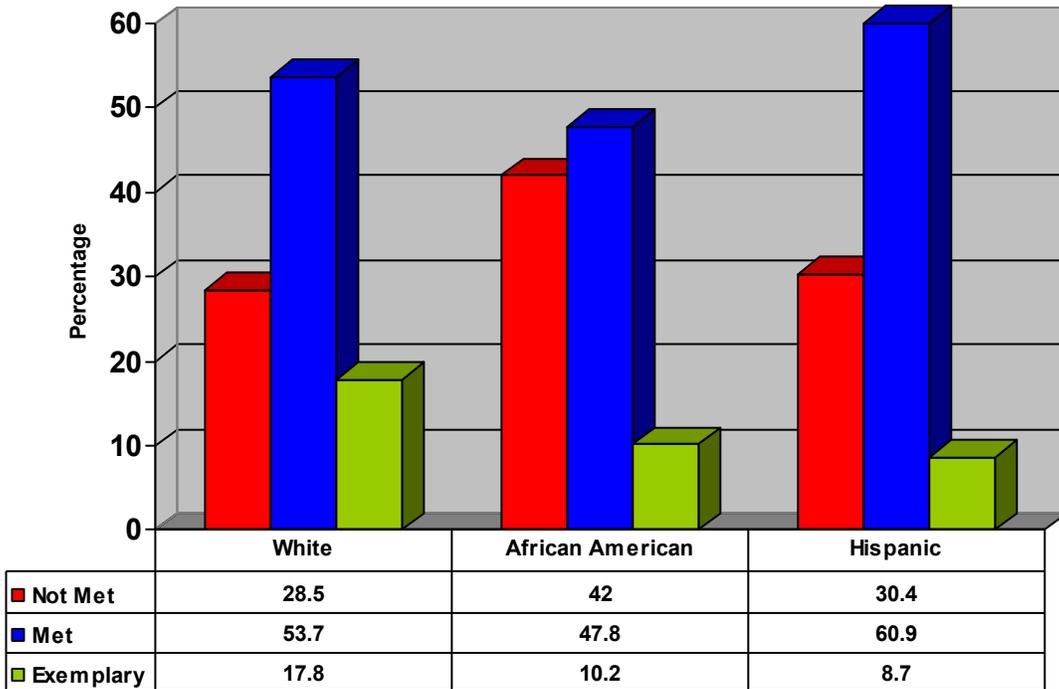


Spring 2011 PASS Science Scores By Gender

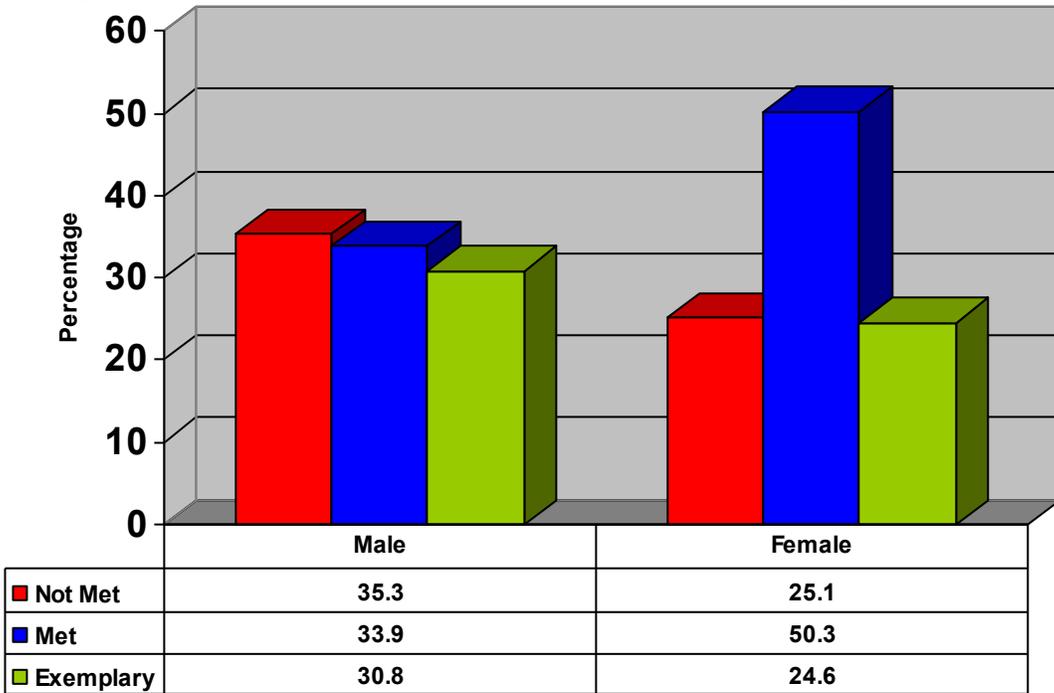


	Male	Female
Not Met	37.7	28.9
Met	46.4	57.8
Exemplary	15.9	13.3

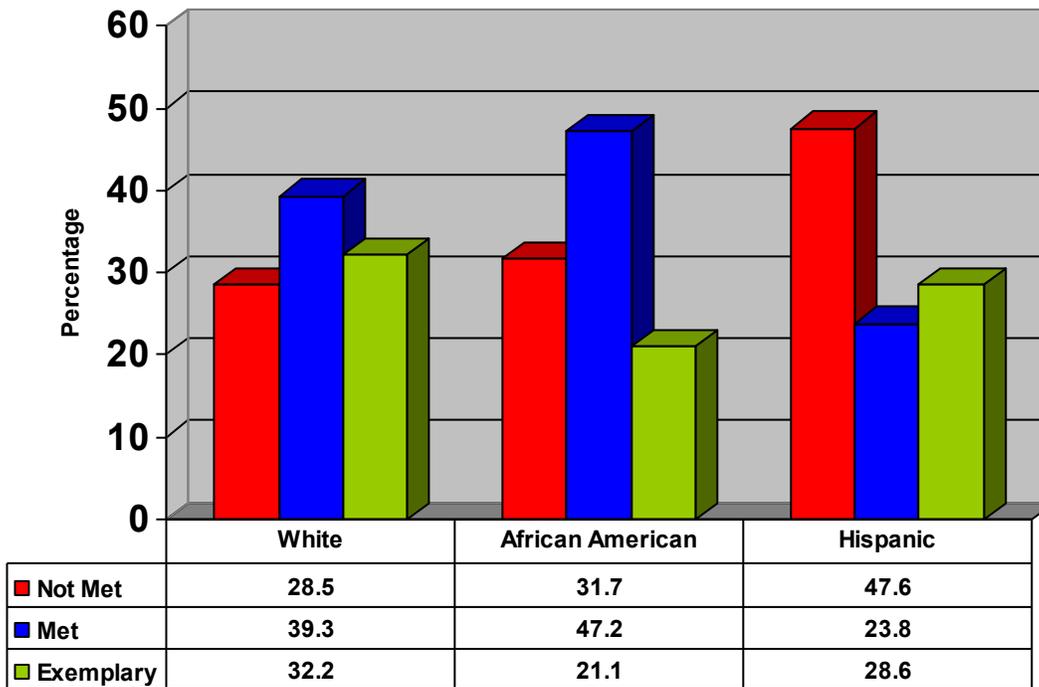
Spring 2011 PASS Science Scores By Racial/Ethnic Group



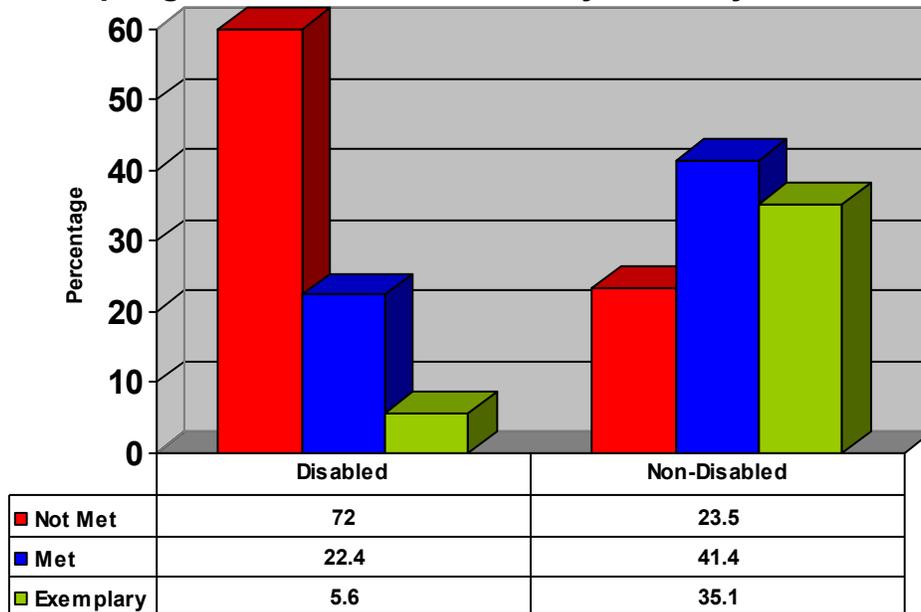
Spring 2011 PASS Social Studies Scores By Gender



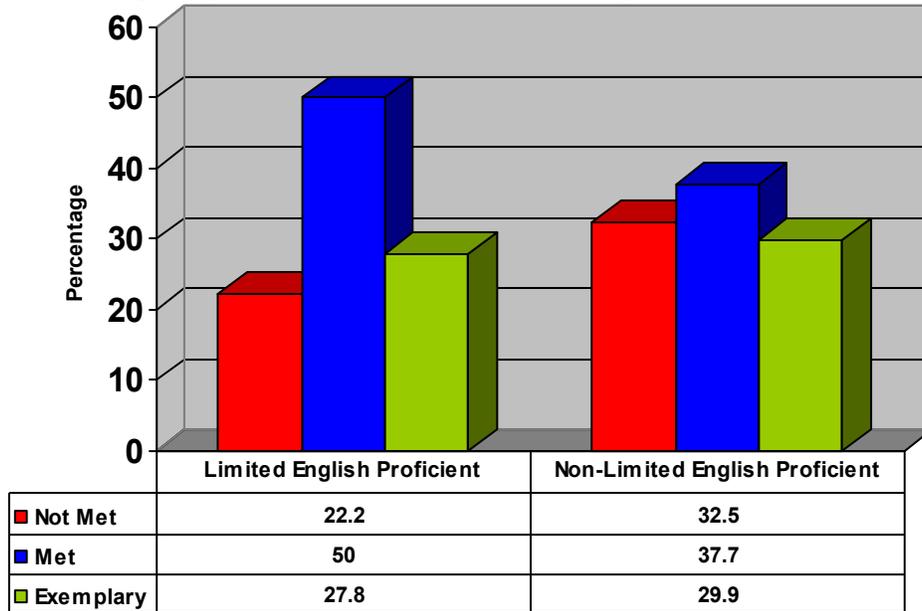
Spring 2011 PASS Social Studies Scores By Racial/Ethnic Group



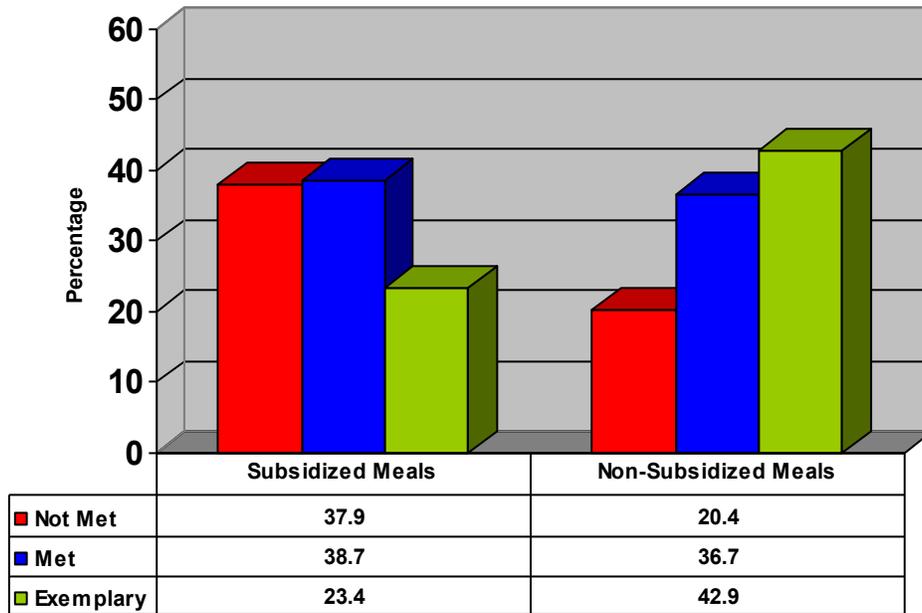
Spring 2011 PASS ELA Scores By Disability Status



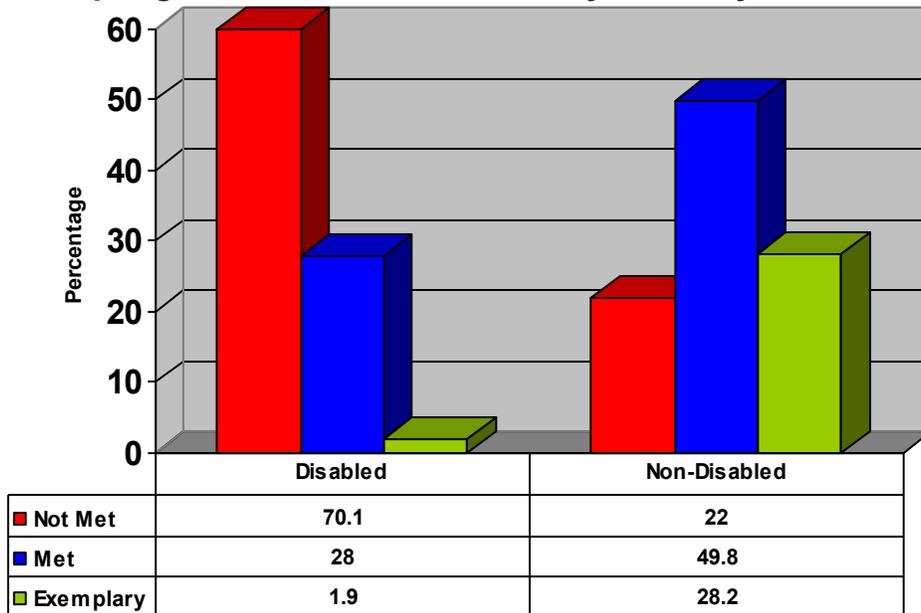
Spring 2011 PASS ELA Scores By LEP Status



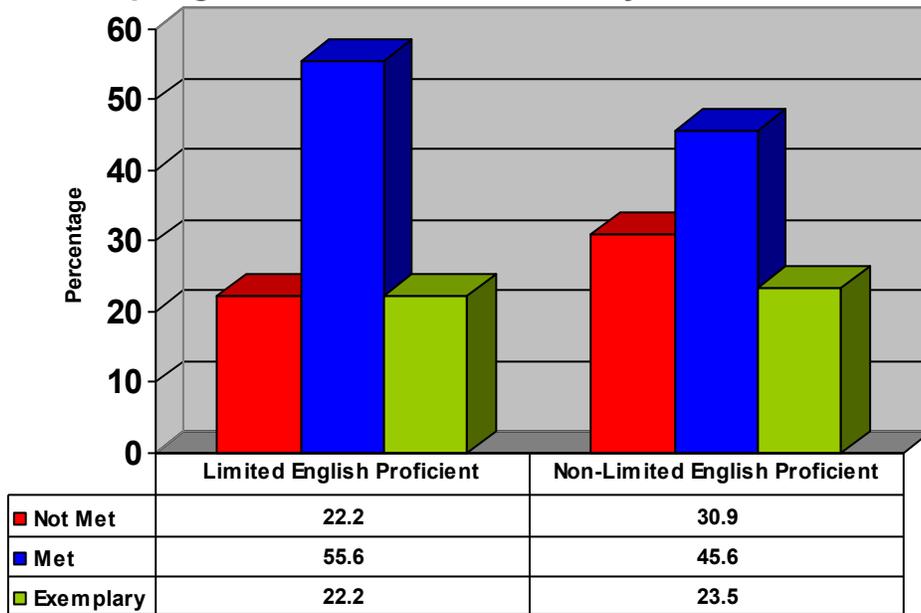
Spring 2011 PASS ELA Scores By Subsidized Meal Status



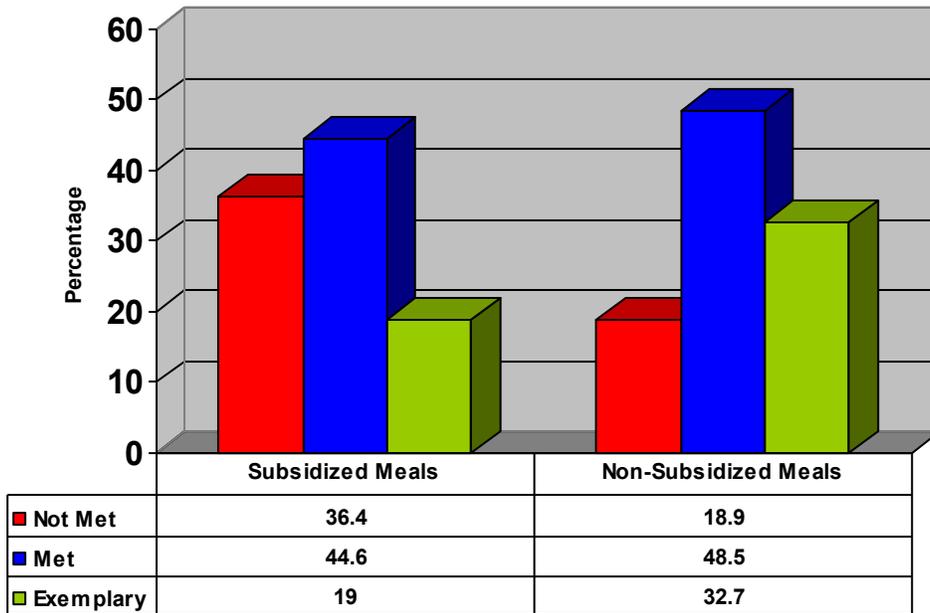
Spring 2011 PASS Math Scores By Disability Status



Spring 2011 PASS Math Scores By LEP Status



Spring 2011 PASS Math Scores By Subsidized Meal Status



Woodmont Middle School Performance by Subgroup 2012

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
All Students	644.3	645.1	627.2	631.8	100	100
Male	639.9	643.9	626.7	635.4	100	100
Female	649	646	627.7	628.1	100	100
White	652.7	654.6	637.9	638.1	100	100
African American	632	631	612	623.8	100	100
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	635.5	634.8	617.1	617.2	100	100
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	594.4	595.7	578.4	588.4	100	100
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.1	636.5	619.6	623.9	100	100
Annual Measurable Objective (AMO)	624	624	624	624	95	95

Woodmont Middle School Performance by Subgroup 2013

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
All Students	647.4	644.3	627.1	637.5	100	100
Male	644.4	644.1	630.3	640.9	100	100
Female	650.2	644.4	624	634.2	100	100
White	656.8	652.7	638.5	645.4	100	100
African American	635.9	630.5	613	625.7	100	100
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	622.7	636.4	614.1	632.7	100	100
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	596.9	590.2	580.4	587.7	100	100
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	642.1	639.2	621	632.7	100	100
Annual Measurable Objective (AMO)	628	628	628	628	95	95

Woodmont Middle School Performance by Subgroup 2014

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
All Students	628.5	627.6	631.3	630.5	100	100
Male	622.3	627.4	633.7	635.6	100	100
Female	634.7	627.8	628.7	625.5	100	100
White	639.4	636.7	641.5	636.4	100	100
African American	615.7	615	620.5	620.1	100	100
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	606.3	616.9	N/A	N/A	100	100
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	582.3	588	586.1	594.3	100	100
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	619.7	620	624.5	622.5	100	100
Annual Measurable Objective (AMO)	632	632	632	632	95	95

The areas that met the ESEA requirement of a mean score of 632 were: male students in science and social studies, female students in ELA and white students in all areas.

As we look at the PASS data, we see both strengths on which to build and areas of weakness that need to be addressed. Our scores of students scoring met or exemplary on PASS range from 60.6% to 75.8%. Considering the range we will focus on strategies to that will improve achievement for all students. The data revealed a need to focus on the disabled students. We will continue implementing an inclusion model for our special needs population next year. Our emphasis will also be preparing for the test standards and ACT Aspire.

End of Course Data

The 2014 data revealed that 100% of the students passed the EOC test in ELA and 100% of the students passed the EOC in math. The following table displays the percent of students passing the End of Course test for the past three years.

End of Course tests for the last three years:

	2012	2013	2014
ELA	100%	100%	100%
Math	100%	100%	100%

Using Student Achievement Data

Over the past few years, the school faculty has become increasingly focused on data analysis and how it can be used to drive instruction to best meet the needs of our students. In addition, a data analysis team was formed to assist in disaggregating and aggregation of data. This team has provided the teachers with data analysis training as well. Teachers need to have the knowledge and tools to assist them in analyzing data from standardized tests as well as classroom assessments to determine student strengths and weaknesses.

Many types of data analysis have been completed. First and foremost, PASS data have been analyzed at the grade level, teacher level, and student level. We look at the achievement of the students as whole as well as specific subgroups. Teachers review scores of their current students to see where each child scored as well as to determine how close they were to the next achievement level. Time is spent in faculty meetings as well as Professional Learning Community meetings analyzing the data and determining how to best use the information to assist instructional decisions.

A school instructional initiative begun in the 2008-2009 school year was the implementation of benchmark testing in all core content areas. Teachers created grade level standards-based pacing guides for the year to ensure a guaranteed and viable curriculum. The instructional support staff used the pacing guides and created benchmark tests using the state standards as a basis for all questions. The tests were administered throughout the year in all core content areas. Benchmark testing will continue to be a school initiative in 2014-2015. The school purchased ViaTest, a software program that provides numerous data analysis reports on the benchmark tests at the school level, grade level, teacher level, and student level. Teachers met with instructional support staff to analyze the data and make informed instructional adjustments where needed.

Teacher/Administrator Quality

The following table reveals teacher quality as defined by the School Report Card:

Teachers	2010	2011	2012	2013	2014
Teacher with advanced degrees	57.1%	60.5%	56.1%	56.1%	51.3%
Continuing contract teachers	90.5%	89.5%	N/A	N/A	82.1%
Teachers returning from previous year	73.5%	77%	87.2%	86.9%	85.2%
Teacher attendance	96.7%	92.1%	93.9%	94.5%	94.5%
Professional development days/teacher	14.9 days	17.5 days	17.3 days	16.8 days	15.8 days

The data reveals that the teacher attendance was up significantly in 2013 and 2014 as compared to 2012. Over the last three years there has been an increase in the percent of teachers returning from the previous year. The use of staff development days validates that teachers continue to seek and participate in meaningful professional development. All teachers are certified. All continuing contract teachers have technology proficiency endorsement. The percent of classes not taught by highly qualified teachers increased from 2.6% in 2012 to 4.8% in 2013 but decreased to 0% in 2014.

Classes Not Taught by Highly Qualified Teachers

Year	Percent
2010	5.8%
2011	2.8%
2012	2.6%
2013	4.8%
2014	0%

Professional Development

Teachers at Woodmont Middle School have always been encouraged to attend workshops and conferences based upon individual needs. Over the last several years, funding has been limited for teachers to attend out of district trainings. This year teachers were able to attend the South Carolina Middle School Conference. Teachers also received training on using Rubicon. During the 2013-2014 school year teachers have been involved in Technology and Common Core trainings. The district offers many workshops throughout the year in each content area. Many teachers also participate in the District's Summer Academy by taking classes of their choosing that will assist them in their classrooms. The District ELA, math, science and social studies consultants conducted trainings each quarter for teachers regarding the implementation of Common Core. Also, the District continues to provide a comprehensive training for teachers to incorporate technology into their existing

curriculum through the Intel program. Teachers learn various strategies for facilitating computer instruction and integrating it throughout their curriculum. Our staff development focus for the 2015-16 school year will be to continue implementing Rigor.