

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



Mr. Darryl Imperati, Principal

Dr. W. Burke Royster, Superintendent
Greenville County Schools



Update: March 31, 2017

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Woodmont High School

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2016-17 (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

Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Phillip Yates		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Darryl Imperati		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sandra Brundage/Jena Broome		
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

(Mandated Component)

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:	Sundra Latson
3. PARENT/GUARDIAN:	Annette Duncan
4. COMMUNITY MEMBER:	Elizabeth Hotaling
5. SCHOOL IMPROVEMENT COUNCIL:	Phillip Yates
6. Read to Succeed Reading Coach:	
7. School Read to Succeed Literacy Leadership Team Lead:	Sandra Brundage
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) ** Must include the School Read to Succeed Literacy Leadership Team	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Adam Smith
Assistant Principal	Christie Williamson
Assistant Principal	Chuck Winney
Assistant Principal	Chawana Goodwin
AP/IB Coordinator	Dan Wilkie
Instructional Coach	Jennifer Norris
Athletic Director	Chris Carter
School Read to Succeed Literacy Leadership Team	Sandra Brundage Jena Broome Carrie McCaslin Jena Taylor Holly Spadorcia Natalia Sullivan Sandra Estrada

School Read to Succeed Literacy Leadership Team

Sundra Latson
Connelisa Asad
Luke Drevets
Major Robert Bouldin
Catie Lynch-Miner

***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 2016-2017

ADMINISTRATION

Darryl Imperati, Principal
Adam Smith, Asst. Principal
Christie Williamson, Asst. Principal.
Chuck Winney, Asst. Principal
Chawana Goodwin, Asst. Principal

SUPPORT STAFF

Secretaries

Ruth Aiken, Secretary
Kyle Campbell, Data Clerk
Annette Duncan, Clerk
Heidi Emerson, Library Clerk
Janna Harder, Bookkeeper
Kay Maddox, Attendance
Debbie Sanders, Guidance Clerk
Crystal Wimberly, Front Desk Clerk
Pat Young, Receptionist

Cafeteria

Teresa Bussey
Joan Cote
Lucinda Frachiseur
Serita Freeman
Christy Hall
Elizabeth Harley
Undrell Parks, Manager
Kimberly Powers
Sharon Spence
Laurie Tucker
Mercedes Wojtun
Jean Wright

Custodians

Sherry Brazeal
Vickie Burton
Willie Choice, Plant Engineer
Karl Hanselman
Michael Henderson
Sherry Holcombe
Josh Lanier
Eva McDonald
Sandy Renaldo-Richardson
Maria Rodriguez
John Rothrock
Kenneth Smith
Wanda Smith
Maria Rodriguez
Tammy Spearman

SPECIALITIES

Alley Bailey-Brown, Counselor
MAJ Robert Bouldin, JROTC
MSG Richard Bridges, JROTC
Jena Broome, Media Specialist
Sandra Brundage, Media Specialist
Kathy Caldwell, Counselor
Ebie Camelo, PMH Counselor
Chris Carter, Athletic Director
Latrease Davis, ISS
Xavier Dye, Intervention Specialist
Ashely Emmons, Counselor
Natascha Greene, Counselor
Karen Hern, Counselor
Derek Henson, Permanent Sub
Kelly Houze, Nurse

SPECIALITIES (cont.)

Candace Jackson, PMH Counselor
Shara Jones, 9th Grade Counselor
Danny McCuen, School Resource Officer
Marinda McRae, Counselor
Jennifer Norris, Instructional Coach
Justin Norton, Credit Recovery
Greg Porter, School Resource Officer
Dan Wilkie, AP/IB Coordinator
Jean Williams, JAG
Cathy Workman, ESOL (.6)

ENGLISH

Erica Brown
Sara Dukes
Sara Griffith
Carrie Martin
Carrie McCaslin
Donna McKamy (Chair)
Patrick Moore
Stephen Place
Alan Russell
Jonathan Schwalbe
James Scott
Letrease Thompson
Kim Whitmire

FINE ARTS

Donna Cotter, Band
Harry Culpepper, Theater
Luke Drevets, Art
Chris Gratton, Strings (.5)
Carol Ann Kronyak, Art
Jonathan Long, Theater
Sarah Owens, Chorus (Chair)
Heather Vaughn-Brown, Art

FOREIGN LANGUAGE

Clark Day (Chair)
Sandra Estrada
Dr. William Holland
Jennifer Robinson
Leo Sanchez
Irena Tervo
Amanda Wolfram

MATHEMATICS

Kayla Bonner
Marcia Davis
Jason Fellers
Gary Gillion
Ronnie Green
Eric Johnson
Pamela Jordan
Jiles Mitchell (chair)
Donna Norman
Mindy Salley
Ashley Sexton
Jena Taylor
Leslie Wiggins

SCIENCE

Patrick Barnette
Michelle Century
Caroline Cowen
Adrian Deschamps
Edison (Rick) Edwards
Brad Fulton (Chair)

SCIENCE (cont.)

Michelle Marchant
Ryan Martin
Lori Beth Persons
William (Bill) Shain
Natalia Sullivan
Lindsey Russell-Titus

PHYSICAL EDUCATION

Ned Cuthbertson
Matt Evans (Chair)
Chris Gibson
Tim Morris, Drivers Education
Austin Smith

SOCIAL STUDIES

Larry Bachman
Robert Berry (.5)
Richard Cecere
Mark Davis
Sally Eastman
Nick Elliott
Kellyn Finlay
William Horn
Ashley Jenkins
Gary Lucas
Scott Mann
Michael Pettit
Jim Phillips (Chair)
Holly Spadorcia

COLLABORATIVE SERVICES

Susan Anderson, Aide
Connielisa Asad
Linda Benedict
Jeff Brabham
Felissa Clement, Aide
Shelby Edlin, Aide
Brian Finch
Alta Kayse, Aide
Brian Maddux (Co-Chair)
Nicholas Miller
Chrissundra Proctor -Smith
Carolyn Roberts. Aide
Donna Shirley (.5)
Robin Upshall
Colleen Wallace
Chris Williams (Co-Chair)
Francenia Williams

CAREER TECHNOLOGY EDUCATION

Barry Burdette, Agriculture
Jacqueline Golden, Business
Sundra Latson, Teacher Cadets
Ryan Masters, Business (Chair)
Matt Rollins, Agriculture
Chelsea Semrau, Family & Cons. Sci.
Melissa Sims, Family & Cons. Sci.
Barbara Whiteside, Business
Danice Young, Business

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

Academic Assistance, PreK–3

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

N/A Innovation

The district 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.

X Collaboration

The district (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 district 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 district 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 district 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 district 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.

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

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. Our 2016 Report Card shows success, growth and improvement in several areas – ACT, ACT WorkKeys, EOCEP courses, with the highest growth in our Graduation Rate. After a small decline in 2014, 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 2014 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, 2013 the faculty editing committee and administration completed the Executive Summary and the Stakeholder Involvement narrative. Final evidence was collected and submitted.

On June 6, 2013 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 2014 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:

- In 2016, Woodmont students scored slightly lower than the South Carolina passage rate for All EOC subjects but still scored a school historic third highest overall average.
- In 2015, Woodmont the WHS overall EOC benchmark with a school historic EOC passage rate.
- In 2016, Woodmont students' passage rates continue to fluctuate in the EOC courses of Algebra, Biology, and U. S. History. The English 1 EOC score increased by 4.8 points and was a school historic best average of 74.4 passage rate. This is attributed to increased teacher preparation and delivery of instruction in addition to the students taking the paper version of the test.
- In 2016, Woodmont students exceeded the South Carolina EOC mean score in English.
- In 2016, Woodmont students continue to improve the mean scores by exceeding the WHS 2015 AMO scores in English by 4.3 points.
- In 2015, Woodmont High School met or improved all seven categories of the ESEA matrix.
- In 2015, on the reconfigured School Report Card, Woodmont High School was not rated for state accountability purposes. However, WHS would have regained the "Excellent/Good" ratings if the scores had been configured.
- 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.
- For the 2016 ACT Test Score achievement, the ACT data established benchmarks. There are no previous benchmarks due to changes in the ACT tests and scoring. For the *Ready Score* comparison, Woodmont High School scored lower than the state in Composite, English, Reading, and Science tests. The Mathematics score was below the district score, but equal to, the state score.
- In 2015 Average ACT Score Writing achievement, Woodmont High School bested scores of the state and district averages. There are no benchmarks for the 2016 Writing test.
- In 2016 *Average Scales* scores for English, Reading, Science, Composite, and ELA and STEM scores are lower than the district and state scores. The Mathematics score is below the district score, but equal to, the state score. The Writing score fell slightly below the district score, but remains above the state score.
- In 2016 for the ACT WorkKeys Score achievements, Woodmont High School students scored above the state and slightly below district scores with an 89.3 percentage passage rate of students scoring a Level 3 or above. Even though this is a one point overall percentage drop from 2015, students increased the earning of a Silver certificate by 8.3 points. Woodmont students exceeded state scores in passage rate as well as on each certificate level.
- In the past, our African-American population had the highest percentage not passing of all subgroups of the now obsolete HSAP test. We will continue to offer tutoring to all students for all high stakes tests that are required of the SC Department of Education. We see this trend continuing for the 2015 ACT scores.

- The overall trend for HSAP – First Attempt ELA 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 dropped for the 2014 even though it had consistently been ninety percent.
- The Graduation Rate increased significantly in 2016 (11%) for a school historic Four-Year Cohort Rate of 79.3%. The Five-Year cohort increased by 3.8% to another school historic four-year percentage of 71.0. Forty-three percent of our disabled students didn't graduate in 2016. 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 decreased to seventeen courses for grades 11-12.
- The number of AP Courses has increased to twelve.
- The number of total AP Scholars increased from eleven to 44 within four years.
- We have 816 students enrolled in AP/IB programs for 2016 - 2017.
- We have increased to twenty-eight fully immersed IB Diploma students.

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

- the on-time graduation rate
- Student performance on ACT, WorkKeys, SAT, Advanced Placement and IB Diploma tests
- EOC passage rate and AMO
- Increase the availability for College and Career Ready opportunities for Student Completers

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

- 98 percent of teachers are certified by South Carolina
- 6 teachers are PACE candidates
- 59.1 percent of teachers have advanced degrees
- 17 teachers have Master's degrees plus 30 hours
- 4 teachers have a doctorate
- 95 percent of teachers are technology proficient
- 8 teachers are National Board certified
- 42 teachers are Gifted and Talented endorsed
- Full Time IB/AP Coordinator
- 18 percent are AP Trained Teachers
- 17 percent are IB/AP Trained Teachers
- 20 percent are MYP Trained Teachers
- 98.4 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:
 - Gifted and Talented endorsement
 - Advanced Placement certification
 - Middle Years Program teachers
 - International Baccalaureate Program
 - Technology Proficiency
 - South Carolina College and Career Ready Skills
 - Improve teacher and student technology usage

Professional development highlights for 2016-17 and beyond include:

- overall emphasis on implementation of the South Carolina Standards
- focus on the implementation of Inclusive Strategies in grades nine and ten
- focus on strategies for student-centered learning
- the initial focus on strategies for Read to Succeed – literacy across all content areas
- focus on continuing planning and assessments for rigorous instruction
- focus on reading and writing skills identified in College and Career Ready Skills
- continue participation in opportunities provided by district to school personnel
- increase the use of technology in the classrooms by focusing on embedded technology into pedagogy
- increase the number of AP, IB, and Gifted and Talented endorsements for teachers

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
- Increase the Graduation Rate

Our significant challenges from the past three years:

- Student population growth
- Teacher allocation and increase in student teacher ratio
- Lack of funding for classroom materials and resources
- Continued lack of daily technology in available in multiple classrooms – computer labs, tablets, student laptops
- Lack of technology access at home for students
- Continuous High 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. 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 in 2013 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.
- In 2015, the EOC scores reached a school record of 79.9 percent.
- The Graduation Rate increased to a 5-year high of 79.3 percent.
- Woodmont received the Palmetto Silver Award for closing the achievement gap for both 2012 and 2013.
- WHS remains steady at the number of AP/IB students and exams over a three-year period.

Additional awards and accomplishments are:

- SDE School Climate Improvement Grant 2011 – 2015 (September)
- 2010 -2011 Technical Assistance Grant
- GCS District Teacher of the Year Finalist 2011, 2012, 2015, and 2017
- GCS District Teacher of the Year 2013
- WYFF Golden Apple Teacher of the Year 2013
- WYFF Golden Apple Teacher of the Year Nominee March 2015, December 2106
- 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
- Increased number of Athletic Scholarships for student-athletes
- Region Athletic Director of the Year 2017
- 2016 SETC State Champions (Theatre)

Sustaining the improvement, along with improving the graduation rate, 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 second GCS Technology Refresh initiative in 2015 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. In 2016, we began Inclusive Strategy Classes in the English and math courses for the ninth grade courses.

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 235 students with resource classes for students with IEPs. In addition we offer an Occupation Diploma program for our 55 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 5A 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 fifty-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 for the last seven years, 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 four assistant principals), an IB/AP Coordinator, one Instructional Coach, six guidance counselors with two support staff, two full-time media specialists with a part-time clerk, one Athletic Director, ninety-three classroom teachers, two JROTC teachers, one ISS teacher, one JAG teacher, a .5 ESOL teacher, six collaborative services aides, and six support positions including the school nurse, and two SROs.

The administrative team as shown in the chart below was updated for the 2016-2017 school year. The daily communication process is shown in the chart below. Daily communication starts with the principal and is disseminated down to the teachers. The principal communicates to the administrative team. The assistant principals and instructional coach 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 weeks 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 Instructional Coach each month.

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

2016-2017 School Year

Principal: Mr. Darryl Imperati

Christie Williamson	Adam Smith	Chuck Winney	Chawana Goodwin	Dan Wilkie	Jennifer Norris	Natascha Greene
Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal	IB Coordinator	Instructional Coach	Director of Guidance



Department Chairs

English	Social Studies	Math	Related Arts	Science	Special Education	Foreign Language	JROTC/PE	CATE	Counseling Services
Donna McKamy	James Phillips	Jiles Mitchell	Sarah Owens	Brad Fulton	Chris Williams Brian Maddux	Clark Day	Major Robert Bouldin Matt Evans	Ryan Masters	Natascha Greene



Teachers	Teachers	Teachers	Teachers
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Vertical articulation with other middle school grades is achieved through the Guidance Department, Freshman Academy, and professional learning community meetings. The Professional Development Team is in place for articulation between departments. One focus for 2016-2017 is to continue to be cognizant of planning and assessments of rigor and higher order thinking skills as the segway for preparation for College and Career Ready skills. We feel that the emphasis on rigor will not only help in the preparation for high stakes testing, but will also better prepare our students for the MYP and DP programmes of our International Baccalaureate school. In addition, we will begin to implement strategies for inclusion in our English and math classes in grades nine and ten.

We have had different programs within our school on different bell schedules. To prepare for the implementation of new standards and the increase in rigor and further enhance student achievement, the faculty decided to transition back to a seven period Traditional Schedule for 2012. A modified block schedule had been previously instituted since 2009.

The 2017 plans are for the continuation of the remodeled Freshman Academy to be run like a school-within-a-school. An administrator, Chuck Winney, communicates to the teachers and to the team leaders. We will explore the possibilities of teaming in which 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 should meet with the IB coordinator. Admission to the IB Programme is based upon teacher recommendations and prerequisite classes. Students may meet with the coordinator as entering ninth graders or before their junior year. The number of students enrolled continues 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
Darius	Hall	PTSA President	2831 W. Georgia Rd.	Piedmont	SC	29673
Karen	Chambers	Sue Cleveland Elementary	375 Woodmont School Rd.	Piedmont	SC	29673
Ken	Baxter	Greenville County School Board	301 E. Camperdown Way	Greenville	SC	29601
Roger	Meeks					
Lisa	Wells					
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
Heather	Leckie	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.	Piedmont	SC	29673

			Georgia Rd.			
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
Danny	McCuen	Greenville Crime Stoppers	1400 Cleveland St.	Greenville	SC	29607
Tony	Espinas	Simpsonville Rotary Club	126 Old Main St.	Simpsonville	SC	29681

School Personnel

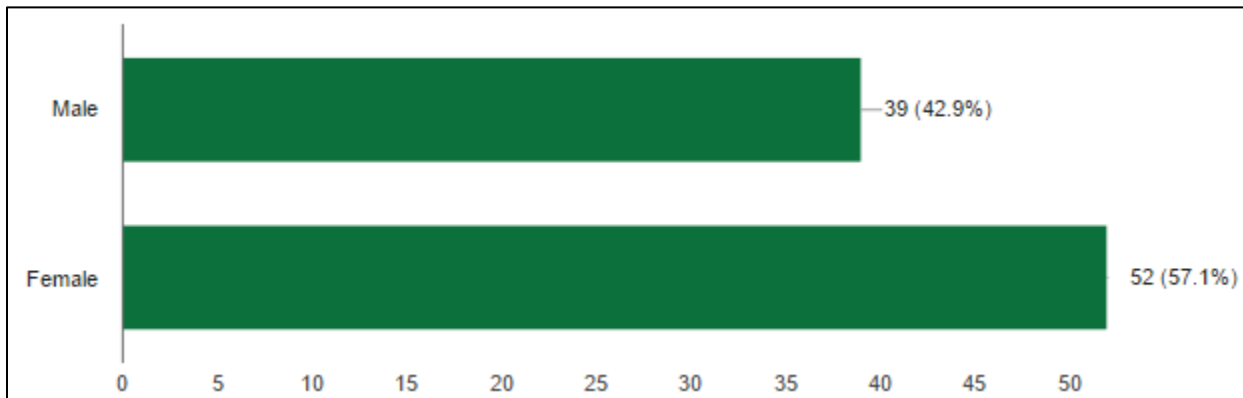
The professional staff is comprised of one hundred four members. Within our teacher count we have eleven special education teachers, and .5 English for Speakers of Other Languages teacher. Down from previous years, now 24% of teachers at Woodmont High School have between zero and five years of teaching 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 eight National Board Certified teachers.

- 98 percent of teachers are certified by South Carolina
- 6 teachers are PACE candidates
- 59.1 percent of teachers have advanced degrees
- 17 teachers have Master's degrees plus 30 hours
- 4 teachers have a doctorate
- 95 percent of teachers are technology proficient
- 8 teachers are National Board certified
- 42 teachers are Gifted and Talented endorsed
- Full Time IB/AP Coordinator
- 18 percent are AP Trained Teachers
- 17 percent are IB/AP Trained Teachers
- 20 percent are MYP Trained Teachers
- 98.4 percent of our classes are taught by Highly Qualified Teachers

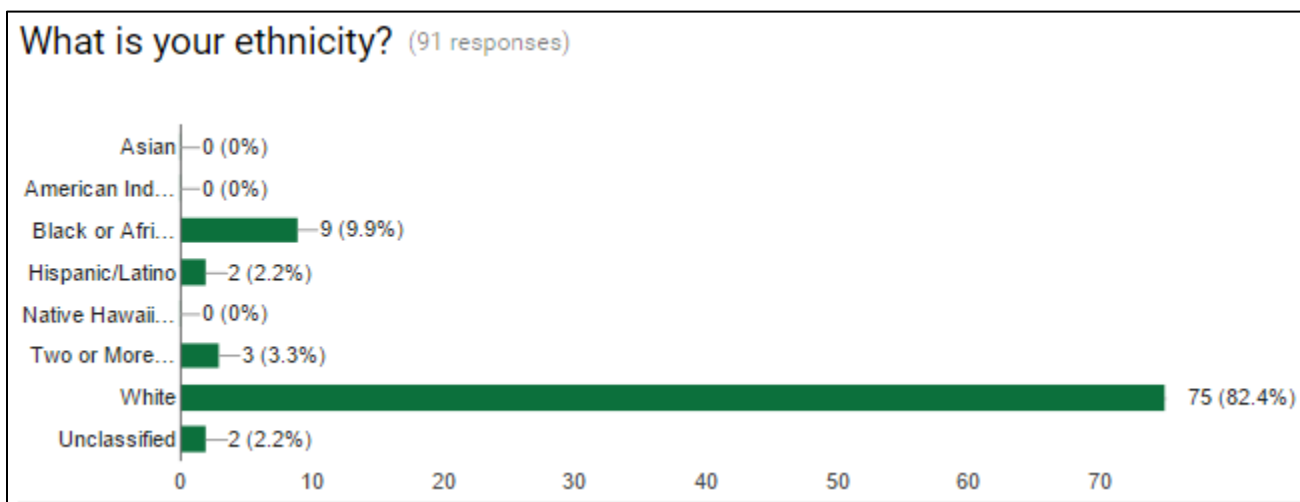
Other support personnel available to assist in meeting the needs of students include members of the secretarial staff, plant engineer, nurses, aides, school resource officer, food service workers, and other district support personnel.

- Our agency partner positions include 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.

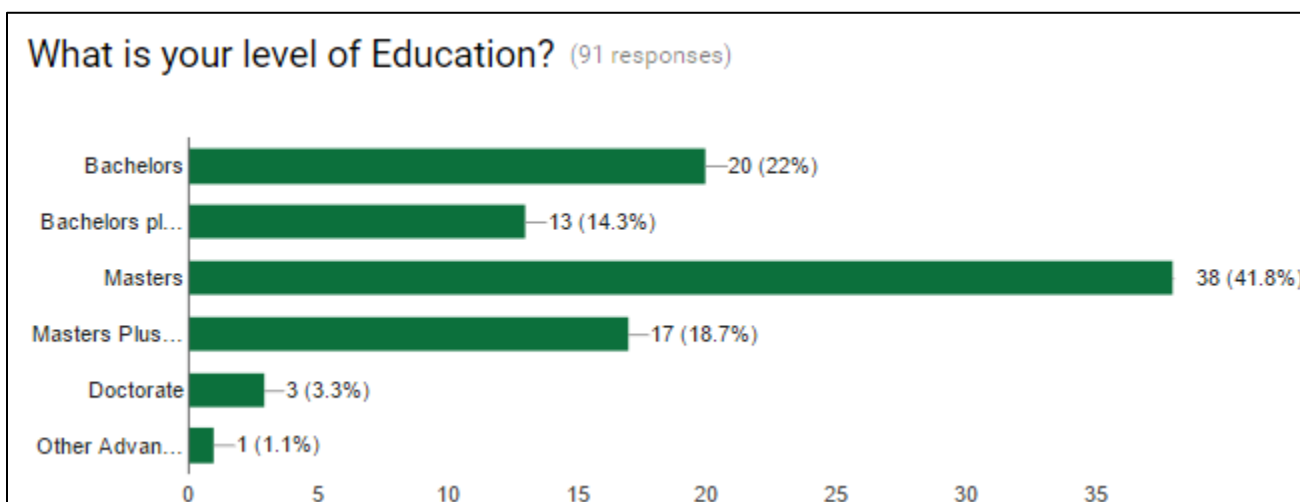
Gender for 2017:



Ethnicity for 2017:



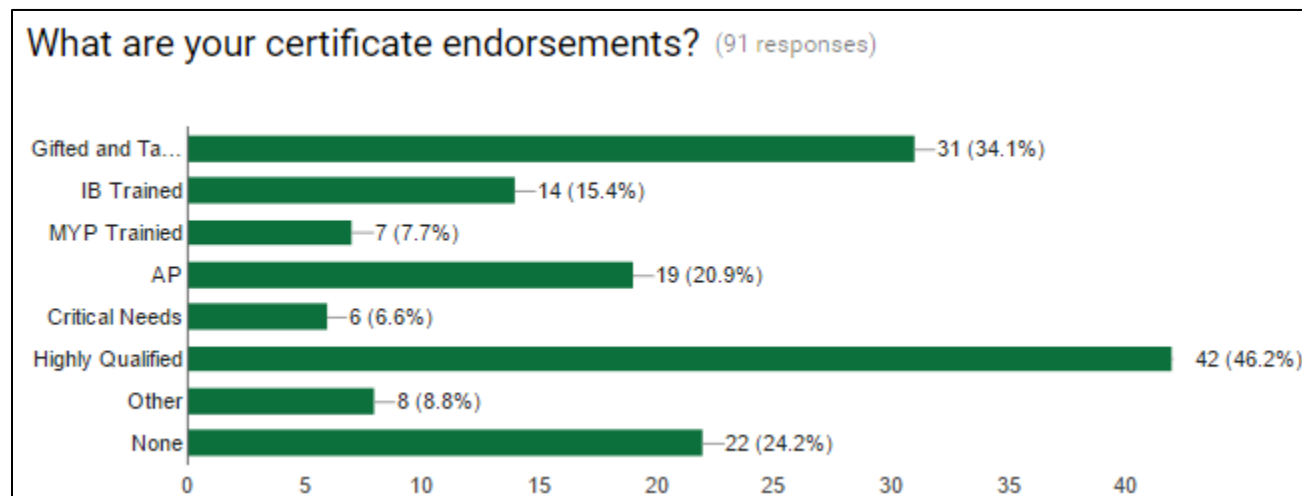
Education Level for 2017:



Teachers with Advanced Degrees:

	2016	2015	2014	2013
SC Annual School Report Card Data	59.1	54.5	54.0	56.3

Certifications and Endorsements for 2017:



Teachers Returning from previous year:

	2016	2015	2014	2013	2012
SC Annual School Report Card Data	90.4	89.2	90.5	90.2	90.2

Teacher Attendance Rate:

	2016	2015	2014	2013	2012
SC Annual School Report Card Data	94.3	93.8	93.8	93.8	93.9

Years of Teaching Experience:

	1-5	6-10	11-15	16-20	21-30	31+
Years in education	23	14	19	10	17	8
Years at Woodmont High	53	16	11	5	5	2

Student Population

As a rural high school, Woodmont High School serves a culturally diverse population of 1,818 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-five percent white, twenty-four percent African-American, nearly seven percent Hispanic, three percent of two or more races, and less than one percent each of Asian, American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, and multi-racial.

Enrollment Summary for 2017:

Enrollment Summary: Scheduling/Reporting Ethnicity as of 09/09/2016 (A)									Woodmont High School
<div> <div>View:</div> <div>Scheduling/Reporting Ethnicity</div> <div>Students:</div> <div> <input checked="" type="radio"/> All Active Enrollments <input type="radio"/> Current Selection </div> <div>Date:</div> <div>9/9/2016</div> </div>									
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	498 242 / 256	0 0 / 0	127 62 / 85	38 20 / 18	1 0 / 1	24 12 / 12	1 1 / 0	307 147 / 160	0 0 / 0
10	487 251 / 236	0 0 / 0	112 53 / 59	30 19 / 11	0 0 / 0	18 9 / 9	0 0 / 0	327 170 / 157	0 0 / 0
11	481 246 / 215	5 2 / 3	113 68 / 45	34 19 / 15	0 0 / 0	9 4 / 5	3 2 / 1	297 151 / 146	0 0 / 0
12	373 179 / 194	1 1 / 0	87 40 / 47	23 6 / 17	2 0 / 2	7 5 / 2	0 0 / 0	253 127 / 126	0 0 / 0
Total	1819 918 / 901	6 3 / 3	439 223 / 216	125 64 / 61	3 0 / 3	58 30 / 28	4 3 / 1	1184 595 / 589	0 0 / 0

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

We serve 235 (thirteen percent) students with disabilities. Our number of resource students decreased by 5 students while the Self-Contained population increased by 5 and Occupational population decreased by 13 students. Therefore, the total number of self-contained classes previously decreased by 28 classes and one teacher.

Woodmont High School			
Demographics: Special Education			
Number of Special Education students by category:	Tutorial:	Self-Contained:	Occupational:
2016: 248 (13%)	185	15	48
2017: 235 (13%)	180	20	35

The School Poverty Index percentage is 47.7 percent – a decrease 4.21 % from 59.3 percent.

WHS also has experienced an increase to 55 students in grades 9-12 who meet the state specifications for English for Speakers of Other Languages (ESOL).

Dedicated to meeting the educational needs of all students, 45 percent of WHS students served in the gifted and talented program and 42.7 % are enrolled in the AP/IB program. The percentages are steadily increasing.

Student success on AP/IB exams decreased. We account the drop to the large percent increase in the number of students enrolled in the programs.

	<u>2016</u>	<u>2015</u>
Enrolled in an AP/IB Program	42.7	Up from 26.4
Successful in an AP/IB Program	37.4	Down from 38.9

	<u>2014</u>	<u>2013</u>
Enrolled in AP/IB programs	25.6%	Up from 23.6%
Successful on AP/IB exams	40.6%	Down from 50.0%

The importance of daily attendance is stressed for all students. As reported in the 2016 State of South Carolina Annual School Report Card, we had an average student attendance rate of 93.4%. This is a 1.1 percent increase and a three year high.

	<u>2016</u>	<u>2015</u>
Attendance rate	93.4	Up from 93.3

	<u>2015</u>	<u>2014</u>
Attendance Rate	93.3	Down from 94.1%

	<u>2013</u>	<u>2012</u>
Attendance rate	92.4%	Down from 92.5%

Data points of concern:

- Number of students with disabilities has slightly increased
- Number of seniors who have completed FAFSA forms
- Out of school suspensions has slightly increased
- Number of seniors who have completing college applications
- Increase the number of students in dual enrollment courses

Data points of promise:

- The average student attendance rate is 93.3%. This is a .8 percent decrease.
- The annual student dropout recovery rate decreased 2.4% to 5.1% after a three year low in 2012 of 3.8%.
- The retention rate has decreased to a four year low of 2.8%.
- The annual student dropout rate is trending down again as it decreased .3% to the second lowest percentage 4.1% in four years.
- Percentage of students served by gifted and talented programs increased
- Enrolled and successful in AP/IB programs
- Enrollment in career/technology courses and co-curricular organizations has increased
- Students participating in work-based experiences has increased
- Percentage of students retained has decreased
- Success of students in dual enrollment courses

2016**2015**

Annual Dropout Rate	4.1	Down from 4.4
Dropout Recovery Rate	5.3	Down from 7.7
Percentage of students retained	2.8	Down from 4.1

2015**2014**

Annual dropout rate	4.4	Down from 5.1%
Dropout recovery rate	7.7	N/A
Percentage of students retained	4.1	Down from 5.8%

2014**2013**

Retention Rate	5.8%	Up from 5.3%
Attendance Rate	N/AV	N/A
Annual dropout rate	5.1%	Up from 3.8%

2013**2012**

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 student centered
- 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 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:
 - Focus on planning and observing for Student Centered Teaching
 - Review Unit Plans for increasing rigor in instruction
- Creating and using benchmark tests for the core subject areas
- Continue the use of Rubicon Atlas
- Use common assessment items and pacing
- Examine student assessment data regularly on the mastery of learning targets, as content area teachers and in grade-level teams
- Become involved in implementing college and career ready skills 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
- Use Student Centered Strategies with an emphasis on Literacy and the use of technology
- Continue training teachers for the International Baccalaureate Diploma 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 a 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 – DP
- Freshman Academy
- Michelin Tutors (provision made for underachieving students)
- 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

- Remodeled Freshman Academy
- Consistent faculty and staff
- Continued collaboration and professional development
- Increased rigor for all levels of instruction
- Remain consistent with the number of AP/IB students and number of exams given
- Remain consistent with the percentage of AP exams with scores of 3+
- Increase in SAT scores
- Increase in ACT WorkKeys scores
- Increase in EOCEP English scores

Weaknesses

- 25% of the teaching staff only has 0-5 years of experience which impacts the status of highly qualified as well as add-on certifications and endorsements.
- Additional technology equipment is needed for both students and teachers.
- Improvement needed for student course assignments by teacher recommendations.
- A rural setting impacts the ability of students to get extra help before and after school.

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. Our 2016 Report Card shows success, growth and improvement in several areas – ACT, ACT WorkKeys, EOCEP courses, and Graduation Rate. The ACT State Test and ACT WorkKeys are new areas for the 2016 SC Report Card. Until 2014, the evaluation instrument measured 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. Until 2014, 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 2013 historic Absolute Rating of "Excellent". The Woodmont High School faculty was excited in 2013 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 of "Excellent". As our 2014 EOC scores declined, our goal is to reinstate both the efforts and the results of the 2013 SRC as well as to improve the

ESEA grade. The 2015 ESEA data is not included in this report card as the data is unavailable pending methodology approval by the U.S. Education Department.

2011 – 2014 ESEA Data

NCLB - Number AYP objectives vs. number met last three years (most recent first):	Year	Number	Number Met
	2014	ESEA:50	ESEA:25
	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
	2014	Good	At-Risk
	2013	Excellent	Good
	2012	Good	Good
	2011	Average	Below Average

2012 – 2014 HSAP Passage Rate– 1st Attempt

The first-time passage rate for HSAP (both ELA and math) in 2013 was 74.2% - a 4.2 point decrease - and 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. Our plan to improve our first attempt passage rate from 79.7% to back to 83% was unsuccessful.

1st attempt – passed both parts

From the 2012 to the 2014 academic school years, the passing rate for the first-attempt decreased by 1.6%.

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

Percent	Our High School			High Schools with Students Like Ours		
	2012	2013	2014	2012	2013	2014
Passed both subtests	75.8%	78.8%	74.2%	81.8%	84.8%	80.1%
Passed one subtest	14.5%	11.3%	16.4%	11.6%	10.1%	13.7%
Passed no subtests	9.7%	9.8%	9.4%	7.1%	5.6%	6.8%

ELA – 1st attempt – pass

From the 2012 to the 2014 academic school years, the passing rate for the first-attempt in ELA increased by 1.4%.

Math – 1st attempt – pass

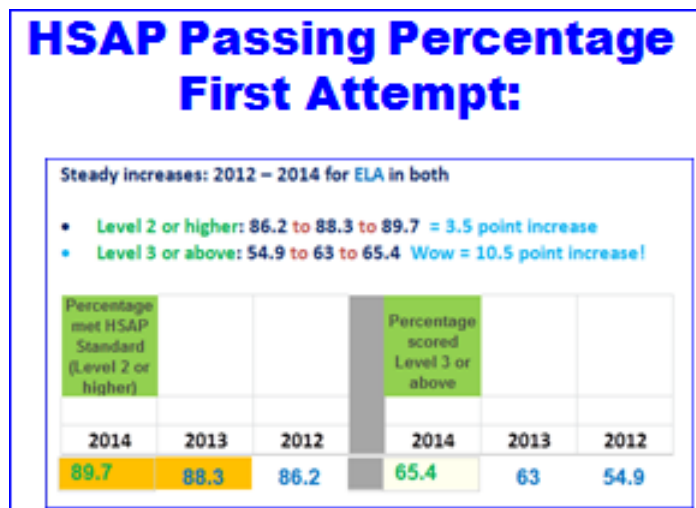
From the 2012 to the 2014 academic school years, the passing rate for the first attempt in Math decreased overall by 6%. (See chart below)

HSAP English passing % 1 st attempt last 3 yrs. (most recent first): – <u>English/Language Arts</u>	2014 = 89.7
	2013 = 88.3
	2012 = 89.2
HSAP Math passing % 1 st attempt last 3 yrs. (most recent first): – <u>Math</u>	2014 = 74.7
	2013 = 80.2
	2012 = 80.7

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 9.5% from 2012 to 2014. The Math percentage remained the same in 2012 and 2013. (Please refer to charts 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



Other improvements observed are the increase in the HSAP ELA mean scores for grades 9 and 10 in ELA. The HSAP Math mean scores slightly decreased.

2013:

Two-Year High School Grades Trend Data							
	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
	9	35	206.8	80.8	35	198.5	80.8
	10	342	230.9	98.1	342	225.5	98.1
	11	1	I/S	I/S	1	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S

2014:

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
	9	46	209.6	94.1	46	195.1	94.1
	10	385	231.7	99.3	385	223.8	99.3
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S

2012 – 2014 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. The 2014 rate was lower in comparison to both 2013 scores and to 2014 schools with similar students to ours.

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

HSAP Passage Rate by Spring 2014		
	Our High School	High Schools w/ Students Like Ours
Passage Rate	85.4%	93.2%

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 2012-2016. . The total passage rate for the 2015 tests were the highest the school has received to date. We had a 6.1 % overall passage rate increase from 2013-2014 as Biology, Algebra 1, and U.S History scored the highest ever passage rates for those courses. 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. Unfortunately, the scores for all EOC courses decreased for 2014. All EOC PLC groups have met consistently with hopes of greatly improving our results. Three content areas improved results and we have been able to improve our overall passage rate until 2014. 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 up to an overall 80.4% passage rate. We feel confident that the continued PLC meetings and the yearlong schedule will help us to achieve our target goal.

End of Course % passing - Biology 1/Applied Biology 2	2016 = 80.7
	2015 = 85.5
	2014 = 81.7
	2013 = 83.2
	2012 = 81.9
Passing % over last 3 years (most recent first): – <u>Algebra I</u>	2016 = 77.9
	2015 = 84
	2014 = 70.2
	2013 = 74.2
	2012 = 73.4
EOC passing % over last 3 years (most recent first): – <u>English I</u>	2016 = 75.4
	2015 = 68
	2014 = 70.7
	2013 = 73.1
	2012 = 68.1
EOC passing % over last 3 years (most recent first): – <u>Physical Science</u> 2010-11 was the last year of administration	2015 = NA
	2014 = NA
	2013 = NA
	2012 = NA
EOC passing % over last 3 years (most recent first): – <u>US History</u>	2016 = 69.1
	2015 = 78.
	2014 = 65.7
	2013 = 75.1
	2012 = 69.1
EOC passing % over last 3 years (most recent first): – <u>All Subjects</u>	2016 = 76.5
	2015 = 79.9
	2014 = 73.8
	2013 = 77.6
	2012 = 69.1

End of Course Tests

Percent of tests with scores of 70 or above on:	Our School	State
Algebra 1/Math for the Technologies 2	77.9	82.4
English 1	75.4	78.9
Biology 1	80.7	75.9
US History and the Constitution	69.1	71.2
All Subjects	76.5	77.3

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

2016:

End of Course Tests			
Percent of tests with scores of 70 or above on:	Our School	High Schools with Students Like Ours	State
Algebra 1/Math for the Technologies 2	85.7	84.5	85.7
English 1	68.7	72.8	75.1
Biology 1	85.9	81.2	77.8
US History and the Constitution	78.7	70.9	69.1
All Subjects	79.9	76.9	77.3

2015:

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	71.9%	85.2%
English 1	72.2%	75.2%
Biology 1/Applied Biology 2	81.8%	82.0%
US History and the Constitution	66.3%	69.9%
All Subjects	73.8%	78.2%

2014:

* High Schools with Students Like Ours are high schools with poverty indices of no more than 5% above or below the index for the school.

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%

2013:

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

Graduation Rate

While we did not meet our 2016 target, we are pleased that we did increase our graduation rate by 11 percent for the four-year cohort and 3.8 percent for the five-year cohort. 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 overall for our males, African Americans, Hispanics, and disabled subgroups.

2016:

State Graduation Rate	
Four-Year	Five-Year
82.6	83.9

School Four-Year Cohort Graduation Rate			
2016	2015	2014	2013
79.3	68.3	66.7	65.3

School Five-Year Cohort Graduation Rate			
2016	2015	2014	2013
71.0	67.2	66.3	67.4

School Four-Year Cohort Graduation Rate			
2015	2014	2013	2012
68.3	66.7	65.3	64.7

School Five-Year Cohort Graduation Rate			
2015	2014	2013	2012
67.2	66.3	64.7	64.0

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014*	2013	2014
Number of Students in Four-Year Cohort	418	406	317	319
Number of Graduates in Cohort	273	269	241	255
Rate	65.3%	66.3%	77.2%	80.9%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Cohort	442	419	310	327
Number of Graduates in Cohort	298	278	238	263
Rate	67.4%	66.3%	78.0%	81.4%

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%

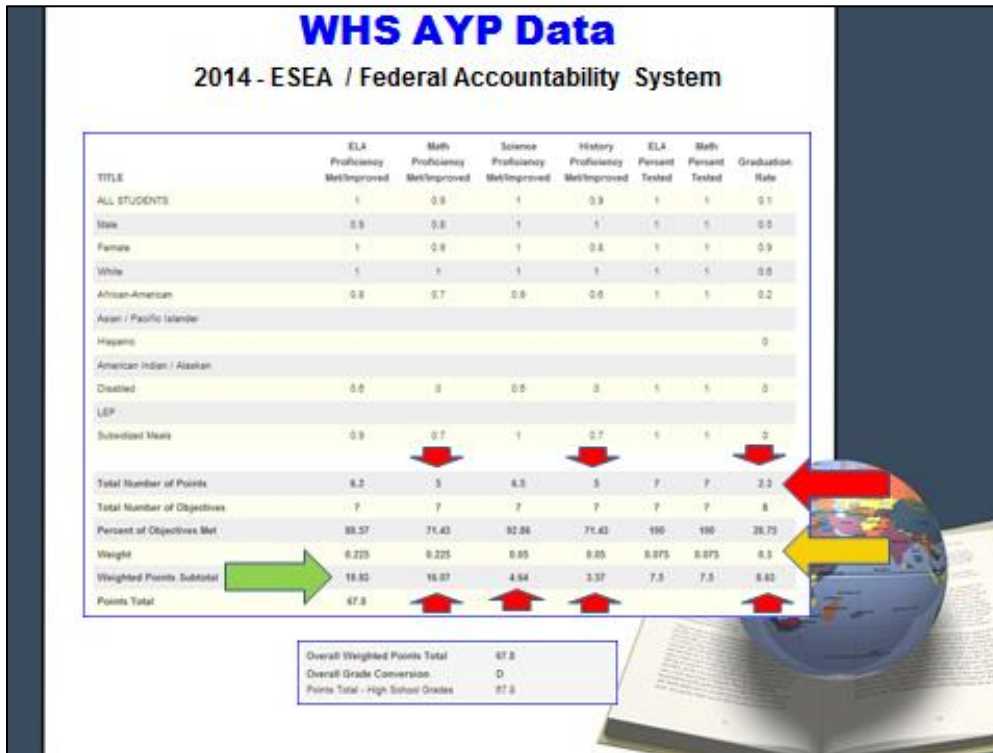
ESEA/Federal Accountability Rating – 2015

The 2015 ESEA data will be available pending methodology approval by the U.S. Education Department. In 2015, Woodmont High School met or improved all seven categories of the ESEA matrix. Our 2015 Report Card shows success, growth and improvement in several areas – ACT, ACT WorkKeys, EOCEP courses, and Graduation Rate.

ELA	Math	Science	History	ELA	Math	Graduation
Proficiency	Proficiency	Proficiency	Proficiency	Percent	Percent	Rate
Met/Improved	Met/Improved	Met/Improved	Met/Improved	Tested	Tested	
Yes	Yes	Yes	Yes	Yes	Yes	Yes
AMO	AMO					
Undefined	Undefined					

The 2014 ESEA Grade was maintained at a letter grade of D. We attribute that to the lower EOC test scores as well as the small gain in the graduation rate.

We improved our 2013 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 2014 data while three other criteria use data from the 2013 school year.



Woodmont High School

11/6/2014

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 High 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	67.8
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 states' expectations.

Teacher Quality and Student Attendance

		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		N/A	N/A
Classes in high poverty schools not taught by highly qualified teachers		N/A	N/A
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	90.2%	94.0%*	No
			State
Professional qualifications of all High and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all high and secondary teachers in the State with emergency or provisional credentials			0.0%
* Or greater than last year			

Woodmont High School 11/6/2014 2301023

Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 9-12								
All Students	229.4	220.7	83.2	73.9	98.9	98.9	100.0	66.3
Male	224.5	219.3	83.0	74.9	98.8	98.8	100.0	60.9
Female	235.3	222.4	83.4	72.8	99.0	99.0	100.0	73.7
White	233.2	226.4	86.1	75.5	98.7	98.7	100.0	67.4
African American	220.1	207.3	76.5	70.6	99.2	99.2	100.0	63.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	100.0	62.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
With disabilities	205.6	192.8	70.1	66.5	95.7	95.7	100.0	25.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Subsidized Meals	223.6	213.1	79.4	72.5	98.9	98.9	100.0	48.2
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

Woodmont High School 11/6/2014 2301023

Two-Year High School Grades Trend Data

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	9	35	206.8	80.8	35	198.5	80.8
	10	342	230.9	98.1	342	225.5	98.1
	11	1	I/S	I/S	1	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	90	N/A	100.0	0	I/S	I/S
	10	152	81.9	100.0	42	71.4	100.0
	11	28	71.4	100.0	272	77.0	100.0
	12	15	74.2	100.0	17	73.2	100.0

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	9	46	209.6	94.1	46	195.1	94.1
	10	385	231.7	99.3	385	223.8	99.3
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	161	89.3	100.0	0	I/S	I/S
	10	225	81.8	100.0	32	69.7	100.0
	11	60	73.6	100.0	274	74.4	100.0
	12	15	76.4	100.0	22	73.9	100.0

NOTE: ELA and Math N-counts are based on number of students. Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SC-ALT test.

Advanced Placement

The number of AP classes has remains constant. We have fifteen trained teachers for thirteen courses in our AP Program. We currently have 581 students in grades 9-12 in AP classes for 2017. The passage rate for all rigorous core courses is good. The number of students, the number of exams, and the number of AP students of scores of 3+ have increased over a five -year trend. We have steadily increased AP scores of 3 or higher for four of the last five years with the 2012 AP scores being the highest in the last five years.

Our success on AP/IB exams remains steady. We compare favorably with other schools like ours as we have increased to 7.88% higher in AP/IB enrollment. There was an 8.78% decrease in our IB scores for 2016 and a 7.38% increase in our AP scores for 2016 comparing us favorably to other schools like ours.

In May 2014, we tested 43 sections of both AP and IB tests. That is a slight increase from 2013. There were 296 individual students taking 614 individual AP and/or IB exams. There were a total of 254 different students that sat 385 AP exams - a 23.3 %increase from 2013. There were 87 IB students that took 229 IB exams

In May 2015, there were 332 individual students taking 884 individual AP and/or IB exams. There were a total of 303 different students that sat 582 AP individual exams. There are 127 different students that sat for 356 individual IB exams.

For May 2016, we have 653 individual students taking individual AP and/or IB exams. There were a total of 526 AP individual exams. There are 127 individual IB exams.

For May 2017, we have a combined 932 AP and/or IB exams scheduled for testing.

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
2016	315	521	165	32.4
2015	292	519	175	34.0
2014	252	384	96	37.0
2013	193	279	97	50.3
2012	137	203	74	54.0
2011	145	225	70	48.3

AP, IB, and Dual Credit Enrollment

Total number of students currently enrolled in AP, IB and Dual Credit courses:

• FY2016 – 2017:

AP classes **581** Grades 9-12
IB classes **351** Grades 11-12
Total **932** students

Dual Credit Classes: **19 students in **5** courses

• FY2015 – 2016:

AP classes 522 Grades 9-12
IB classes 202 Grades 11-12
Total 724 students

**Dual Credit Classes: 15 students in 1 course

• FY2014 – 2015:

AP classes 453 Grades 9-12
IB classes 363 Grades 11-12
Total 816 students



Number of AP classes last 3 years (most recent first) :

- 2017 = 26 AP and 21 IB Classes
- 2016 = 12 AP and 20 IB Classes
- 2015 = 13 AP and 21 IB Classes
- 2014 = 11 AP and 23 IB Classes
- 2013 = 10 AP and 12 IB Classes
- 2012 = 8 AP and 13 IB Classes

Type class schedule:

2017 = **Traditional: 7 Period Day**
2016 = **Traditional: 7 Period Day**
2015 = **Traditional: 7 Period Day**
2014 = **Traditional: 7 Period Day**
2013 = **Traditional: 7 Period Day**
2012 = **4 X 4 HYBRID**

Our AP School Scholar Roster continues to grow in both total and average score for the exceptional AP scores of our students. We added two National AP Scholars in 2016.

AP School Scholar Roster

These students have earned this award in recognition of their exceptional AP scores

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	National AP Scholar	Total Scholars	Average Score
2016	16	5	13	2	36	3.37
2015	25	8	11		44	3.25
2014	16	6	8		30	3.84
2013	11	7	6		24	3.34
2012	12	7	3		22	3.17
2011	9	1	1		11	3.11

AP Scholar - student who receive scores of 3 or higher on three or more AP exams

AP Scholar w/ Honors - student who receive an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on four or more of these exams

AP Scholar w/Distinction - students who receive an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on five or more of these exams



International Baccalaureate Program

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. Another two teachers received training in February 2015. 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 sixteen trained teachers for twenty-one courses in our IB Diploma Programme. We have 11 teachers that have been trained within the last two years. The areas of training are for IB English, Spanish, History of Americas, Psychology, Biology, Chemistry, Math HL, Math Studies SL, Visual Arts, Music, and Theatre. That makes us unique within GCS. 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. We currently have 85 students in grades 11-12 in IB classes. 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 2014. And, for 2014-2015, we have 11 fully immersed seniors which historically is the highest number of seniors in the program. We also have 14 fully immersed juniors.

As of July 2016, Woodmont High has a total of 35 full diploma graduates.

WHS IB Data

As of July 2016 WHS has 35 students earning the IB Diploma

	Students taking at least one IB exam	Number of IB exams taken	Number of Tests with Scores of 4 or Higher	Average Scores of all IB Exams taken
2016	68*	144*	78	3.90
2015	106	204	98	4.33
2014	86	148	112	4.38
2013	62	146	105	4.19
2012	47	100	89	4.50

We have successfully embedded our AP program within the matriculation for our IB Diploma Programme. At WHS, AP and IB classes support each other within the curriculum. The chart below explains the course of study.

Fully Immersed IB Matriculation Chart					
		2017-2018			
Students who want the IB Diploma must take 3 HL classes, 3 SL classes, and Theory of Knowledge					
		<u>Ninth Grade</u>	<u>Tenth Grade</u>	<u>Eleventh Grade</u>	<u>Twelfth Grade</u>
Subject 1		English 2H	AP English Language	IB English A1 HL 1 (AP Lit)	IB English A1 HL 2
		English 1H	English 2H	IB English A1 HL 1 (AP Lit)	IB English A1 HL 2
Subject 2		Spanish 1	Spanish 2	IB Spanish B SL Seminar (Honors)	Spanish B SL
		French 1	French 2	IB French B SL Seminar (Honors)	French B SL
Subject 3		World Geo H	Gov/Econ H	IB US History (AP US History)	History of Americas HL
		AP Hum Geo	AP Econ/AP Gov	IB US History (AP US History)	History of Americas HL
Subject 4		Biology 1 H	Chemistry 1 H	Biology SL	AP Biology
		Biology 1 H	Chemistry 1 H	Chemistry SL	AP Physics
Subject 5	Path 1	Algebra 2 H	Precalculus H	Mathematics HL 1/AP Cal AB	Mathematics HL 2/AP Cal BC
	Path 2	Algebra 2 H	Precalculus H	Mathematics SL	AP Calculus AB
	Path 3	Algebra 2 H	Precalculus H	Mathematical Studies SL	AP Statistics
	Path 4	Geometry H	Algebra 2 H	Precalculus H	Mathematics SL
	Path 5	Geometry H	Algebra 2 H	Mathematical Studies SL	AP Statistics
Subject 6		PE/JROTC	Physics H	Psychology HL 1 (AP Psychology)	Psychology HL 2
				One year elective (Jr or Sr year):	Psychology SL
				AP Psychology	Psychology SL
			Art 1	Visual Arts HL 1	Visual Arts HL 2
			Art 1	One year elective (Jr or Sr year):	Visual Arts A SL
			Chorus (1 and 2)	One year elective (Jr or Sr year):	Music SL
			Theater (1 and 2)	One year elective (Jr or Sr year):	Theater SL
Subject 7		Keyboard/Com Apps		Theory of Knowledge	Theory of Knowledge
Note: Students must earn one unit of credit in PE/JROTC, Computer Science and Fine Arts by the end of grade 10.					
Note: Honors courses are advised but not mandatory. Several factors will decide if higher level classes are appropriate.					
For more information contact, Daniel Wilkie, WHS IB/AP coordinator 355-8674 or dwilkie@greenvilleschools.us					

ACT Testing for Seniors and the SAT

Although not included in the State's report card rating system until 2017, 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 test scores over the past two years for both the SAT and the ACT.

ACT average last 3 years: (most recent first)	2016 = 18.1
	2015 = 20.2
	2014 = 21.5
	2013 = 19.4
	2012 = 20.5
SAT average. last 3 years: (most recent first)	2016 = 1419
	2015 = 1408
	2014 = 1385
	2013 = 1374
	2012 = 1354

WHS ACT Data

Senior ACT Composite Scores

Year	Test Takers	Score	Difference
2016	396	18.1	-2.1
2015	85	20.2	-1.3
2014	79	21.5 SC = 20.2	+1.9
2013	75	19.4	-.9
2012	77	20.5	

WHS SAT Data

Senior SAT Composite Scores

Year	Test Takers	% Tested	Score	Difference
2016	147	38%	1419	+11
2015	156	50%	1408	+23
2014	159	49%	1385 SC = 1429	+11
2013	165	53%	1374	+20

ACT WorkKeys

ACT WorkKeys was administered for the first time in 2015. While we are pleased with our overall results, we will focus on improvement in all areas, especially Applied Mathematics.

2016 WorkKeys Results

Students with Valid Scores on All Three Tests

	A	B	C	D	E	F	G
NCRC	393	10.7	89.3	21.9	48.1	19.1	0.3

	2015	2016	Difference
Total Number of Students	382	393	11
Passage Rate	90.3	89.3	1
Bronze (D)	25.7	21.9	3.8
Silver (E)	39.8	48.1	8.3
Gold (F)	24.3	19.1	5.2
Platinum (G)	.05	0.3	.2

2016 WorkKeys Results

Certificate Comparison: GCS and SC

Students with Valid Scores on All Three Tests

	A	B	C	D	E	F	G
NCRC	393	10.7	89.3	21.9	48.1	19.1	0.3

	WHS	GCS	SC
Total Number of Students	382	4973	50076
Passage Rate	89.3	89.6	86.8
Bronze	21.9	18.8	21.7
Silver	48.1	48.3	47.7
Gold	19.1	22.3	17.2
Platinum	0.3	0.3	0.2

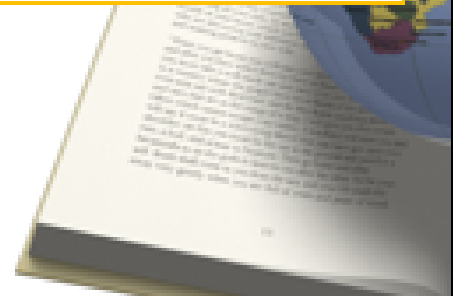
Woodmont High Test Scores for the ACT

ACT was administered for the first time in 2015 for all students who were in their third year of high school. We were pleased to see that we exceeded SC scores in English, Mathematics, the Composite, and Writing. Our Writing Score also exceeded the district score. We attribute the success to the emphasis on argumentative writing in all subject areas. However, we see that we have work to do in all areas – especially Reading and Science. We anticipate that our continued focus on Literacy in the Classroom for 2017 -18 will assist our students in scoring at a higher level in the future.

2016 ACT Data (establishes Baselines)

All Students					
	A	B	C	D	E
English	384	62.8	37.2	16.3	5.5
Mathematics	384	76.0	24.0	18.4	4.4
Reading	384	72.1	27.9	18.3	5.9
Science	384	82.6	17.4	18.1	4.9
Writing	378	NA	NA	16.1	6.4
Composite (English, Mathematics, Reading, Science)	384	NA	NA	17.9	4.6
English Language Arts (ELA)	378	NA	NA	16.9	5.2
Science, Technology, Engineering, and Mathematics (STEM)	384	NA	NA	18.5	4.3

- A) Total number of students with valid scores
- B) Percentage of Students who scored *Not Ready*
- C) Percentage of Students who scored *Ready*
- D) Average scale score
- E) Standard deviation of scale scores



2016 ACT Data: comparison to WHS 2015

All Students					
	A	B	C	D	E
English	384	62.8	37.2	16.3	5.5
Mathematics	384	76.0	24.0	18.4	4.4
Reading	384	72.1	27.9	18.3	5.9
Science	384	82.6	17.4	18.1	4.9
Writing	378	NA	NA	16.1	6.4
Composite (English, Mathematics, Reading, Science)	384	NA	NA	17.9	4.6
English Language Arts (ELA)	378	NA	NA	16.9	5.2
Science, Technology, Engineering, and Mathematics (STEM)	384	NA	NA	18.5	4.3

- A) Total number of students with valid scores
 B) Percentage of Students who scored *Not Ready*
 C) Percentage of Students who scored *Ready*
 D) Average scale score
 E) Standard deviation of scale scores

- Higher than 2015
 ○ Equal to 2015
 ○ Lower than 2015

2016 ACT Data (Baseline) Ready Score Comparison to GCS and SC

All Students					
C) Percentage of Students who scored Ready					
	A	B	C	D	E
English	384	62.8	37.2	16.3	5.5
Mathematics	384	76.0	24.0	18.4	4.4
Reading	384	72.1	27.9	18.3	5.9
Science	384	82.6	17.4	18.1	4.9
Writing	378	NA	NA	16.1	6.4
Composite (English, Mathematics, Reading, Science)	384	NA	NA	17.9	4.6
English Language Arts (ELA)	378	NA	NA	16.9	5.2
Science, Technology, Engineering, and Mathematics (STEM)	384	NA	NA	18.5	4.3

English: 10.4 Below GCS; 2.3 Below SC
 Math: 6.9 Below GCS; 0.5 Above SC
 Reading: 8.9 Below GCS; 1.8 Below SC
 Science: 10.3 Below GCS; 3.8 Below SC
 Writing: NA
 Composite: NA
 ELA: NA
 STEM: NA

2016 ACT Data (Baseline)

Average Scale Score Comparison to GCS and SC

All Students		D) Average scale score				
	A	B	C	D	E	
English	384	62.8	37.2	16.3	5.5	
Mathematics	384	76.0	24.0	18.4	4.4	
Reading	384	72.1	27.9	18.3	5.9	
Science	384	82.6	17.4	18.1	4.9	
Writing	378	NA	NA	16.1	6.4	
Composite (English, Mathematics, Reading, Science)	384	NA	NA	17.9	4.6	
English Language Arts (ELA)	378	NA	NA	16.9	5.2	
Science, Technology, Engineering, and Mathematics (STEM)	384	NA	NA	18.5	4.3	

English:	1.6 Below GCS; 0.4 Below SC
Math:	0.9 Below GCS; Equal to SC
Reading:	1.4 Below GCS; 0.2 Below SC
Science:	1.3 Below GCS; 0.4 Below SC
Writing:	0.7 Below GCS; 0.6 Above SC
Composite:	1.3 Below GCS; 0.3 Below SC
ELA:	1.3 Below GCS; 0.1 Below SC
STEM:	0.9 Below GCS; 0.2 Below SC

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 on 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 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 for our students to become college and career ready.
- One of the programs provides funding for staff development. Strengthening curriculum can be done in house and costs are minimal.
- All three relate to one another through a focus on rigor and higher order thinking skills.

Weaknesses

- Lack of training and personnel for programs.
- It is difficult for a faculty to implement three programs at one time successfully.
- Different teachers are trained for each program thus sometimes interfering with collaboration.
- Ample time is needed for teachers to collaborate and write common curriculum.
- Student teacher ratio in some subjects.

Next Steps

- Determine a way to increase Content Area collaboration within the already established meeting structures
- 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. Twenty-five percent of the teaching staff only has 0-5 years of experience which impacts the status of highly qualified as well as add-on certifications and endorsements. The chart below shows data related to faculty and staff for the past six years.

	2009-10	2010-11	2011-12	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
Teacher retention	89.0	88.2	90.2	90.2	90.5	89.2	90.4
Teacher attendance	96.7	91.3	93.9	93.8	93.8	93.8	94.3
Teachers with Advanced degrees	57.5	55.4	56.5	56.3	54.0	54.5	59.1
Teachers with Continuing Contracts	81.6	88.0	NAV	87.4	80.5	75.0	81.7
Emergency/Provisional Certification	5.1	NAV	NAV	NAV	NAV		

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17
Endorsements and Certifications						Actual
HSTW	93%	95%	95%	95%	42%	42%
Learning Focused	11%	15%	16%	16%	57%	57%
Gifted and Talented	15%	18%	18%	19%	10%	70%
Advanced Placement	20%	25%	45%	46%	20%	18%
Middle Years Programme	17%	20%	21%	22%	23%	20%
Diploma Programme	14%	15%	45%	46%	12%	17%
National Board	12%	14%	15%	16%	8%	8%
Balridge School of Excellence	NAV	NAV	TBD	TBD	NAV	NAV
Technology Proficiency	95%	91%	93%	99%	65.3%	95%

Progress is good for us as 98% 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 have increased slightly and continuing contract teachers have also decreased to a six-year low of 75%. Teachers returning from previous year dipped slightly to 89.2%. 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 State Standards. The emphasis on reading and writing skills identified in College and Career Ready skills that began in professional development at WHS during 2012-13 will continue in 2015-16 and beyond. The 2017 -2018 point of emphasis will continue to be technology and student centered teaching.

School Climate Needs Assessment

The primary concern from the data below is the decline in parent attendance at conferences and the OSS data. The continuation of individual conferences with each student and his parents through the guidance department should result in a greater percent in that category. Due to our annually increasing enrollment, student/teacher ratio continues to be a concern despite our increase in student achievement.

School Report Card Data 2010 - 2016

	2009-10	2010-11	2011-12	2012 - 2013	2013 - 2014	2014-2015	2015-2016
Student Attendance	92.8	92.6	92.5	92.4	94.1	93.3	93.4
OSS/Expulsions for violence	1.3	1.3	.7	1.3	2.5	3.1	3.7
Parent attendance at conferences	87.9	88.1	37.3	90.9	100	NAV	87.1
Student/Teacher ratio in core courses	31.5 to 1	35.9 to 1	34.3 to 1	32.6 to 1	33.7 to 1	33.7 to 1	NAV

Survey Results: 2015-16 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 student and teacher participants than parents in the 2015 survey. Grade eleven students took the student survey on the computer. Results were overall, positive amongst teachers and satisfactory amongst students and parents. The largest gain was from the parents in their satisfaction with the learning environment. The lowest overall score was by the parents regarding satisfaction with school-home relations.

The students were most satisfied with school-home relations. Our teachers responded with the most favor in the learning and social/physical environment. The largest gain of satisfaction for the teachers was with the learning environment. The teachers were least satisfied with school-home relations.

2016:

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	105	320	214
Percent satisfied with learning environment	87.6%	76.0%	81.8%
Percent satisfied with social and physical environment	91.5%	81.6%	78.8%
Percent satisfied with school-home relations	73.1%	83.7%	69.1%

*Only students in grade 11 and their parents were included.

2015* Due to the SCI Grant funding, all grade levels were included in the student survey.

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	89	366	41
Percent satisfied with learning environment	88.0	68.0	66.0
Percent satisfied with social and physical environment	92.0	76.0	80.0
Percent satisfied with school-home relations	76.0	85.0	54.0

* Only students in grade 11 and their parents were 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

2014* Due to the SCI Grant funding, all grade levels were included in the student survey.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	90	1281	54
Percent satisfied with learning environment	82.2%	69.6%	77.8%
Percent satisfied with social and physical environment	92.3%	73.3%	79.7%
Percent satisfied with school-home relations	72.2%	83.2%	59.3%

* Only students at the highest High school grade level and their parents were 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

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.

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.

STUDENT survey item:

- I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.**

2016:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
9.7	14.4	51.6	24.4

2015*: *Due to the SCI Grant, student survey results were not available.*

2014:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
14.8	15.7	46.6	23.0

2013:

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

2012:

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

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

2016:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
5.0	8.1	39.7	47.2

2015: *Due to the SCI Grant, student survey results were not available.*

2014:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
9.2	10.4	38.5	41.9

2013:

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

2012:

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

PARENT survey item:

- **I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.**

2016:

% Disagree	%Mostly Disagree	%Mostly Agree	% Agree
4.7	11.7	57.5	24.3

2015:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
4.9	26.8	51.2	14.6

2014:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
7.4	14.8	55.6	22.2

2013:

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

2012:

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

PARENT survey item:

- *My child feels safe at school.*

2016:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
1.9	11.5	68.9	14.8

2015:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
7.3	9.8	65.9	12.2

2014:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
1.8	3.6	65.5	27.3

2013:

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

2012:

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

TEACHER survey item:

- **I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.**

2016:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
6.7	5.7	40.0	47.6

2015:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
3.4	9.0	44.9	42.7

2014:

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
6.7	10.0	42.2	40.0

2013:

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

2012:

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

TEACHER survey item

- *I feel safe going to and coming from my school.*

2016:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
1.0	1.0	14.4	81.7

2015:

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0.0	1.1	14.4	83.3

2014:

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
0.0	1.1	15.4	82.4

2013:

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

2012:

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

The above data from surveys are encouraging as those who responded gave consistent favorable ratings to the safe learning environment.

Technology

Our building was part of a 2015 and a 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. . In July 2016, Woodmont High became part of the Digital Leader Corp (DLC) Cohort with Discovery Education. During the 2016-17 school year, this cohort and a representative from Discovery Education have provided professional development to the teaching staff that will help with the implementation of new technology strategies into the teachers' curriculum. Woodmont High is scheduled to roll out the individualized Chromebooks for students during the third cycle in the 2018-2019 school year. This will alleviate many of the technology needs that were identified in the 2015 analysis.

In the 2015 analysis of our most recent needs assessment in the area of technology integration we determined the following:

- #1 Need: Access to updated technology for Woodmont students
- #2 Need: Fill the gap between the have(s) and the have-not(s)

#3 Need: Every student needs to have access to a device in the classroom on a regular basis.

#4 Need: Multilevel training in technology for teachers

We established the following goals following the analysis of our needs:

- Year #1 Goal: Teachers and students will be introduced and become proficient using cloud-based platforms.
- Year #2 Goal: In order to help prepare students for the 21st century workforce, students will become proficient using real-world devices to accomplish curricular tasks.
- Year #3 Goal: Students and teachers will become responsible digital citizens

The use of technology should be an integral part of how teachers teach and how students learn at Woodmont high to help prepare our students for the workforce and their life after high school. The technology needs of our school continue to be great, but through creative use of the technology teachers create engaging lessons that teach students how to use the appropriate technology to find and use information to solve real-world problems. Teachers are able to use the available technology to organize their classrooms, create their lessons, and evaluate student learning. Also, students are able to use the technology to gather information, produce a finished product and disseminate the information learned to others. In order for the technology to be used effectively, teachers will need to be trained each year on the latest technologies that become available for them to use such as Google Classroom, Chrome books, iPads, apps, web-based programs, and the latest Microsoft office.

Since going through two computer refresh cycles in three years, the technology capabilities in our building have improved greatly. In the past three years, our building has gained wireless capabilities, Promethean Boards were added to the remaining classrooms, fourteen new Promethean projectors were added to replace the original Generation 1 projectors that were in the first round of classrooms that had received Promethean Boards, and a new Project Lead the Way (PLTW) lab was installed. Also, teachers are all equipped with new Dell laptops that are running Windows 8.1 and Office 2013. Each administrator has use of a laptop and an iPad. This capability has allowed for more hands-on professional development sessions to be offered to the staff.

The 2015 computer refresh allowed us to create three additional student laptop carts using repurposed teacher laptops. This allowed our students to have access to five laptop carts with at least 25 student laptops that are running Windows 7 and Office 2010. However during the 2016-2017 school year, heavy use of these laptop carts has taken its toll. Currently, our students only have access to three working laptop carts. To help alleviate the loss of this technology, Mr. Imperati designated a second computer lab for general use during the school day. The administration has also purchased two more Chromebook carts with 35 Chromebooks each to be used in the 2017-2018 school year. This purchase will enable the teachers to utilize the technology strategies they have learned through the Discovery Education professional developments and will assist in the transition to Google Classroom and individualized Chromebooks for the students.

The students continue to have access to a general use computer lab of 38 networked computers in the media center. In addition, the PLTW computer lab is utilized by two engineering classes and a limited number of other classes on a need-to-need basis. In addition to the laptops and desktop computer labs, our school currently has two iPad carts with 35 iPads each and two Chromebook carts with 35 Chromebooks each.

We also have the following additional equipment available for check-out by teachers:

LCD Projectors

SMART boards

TV with DVD and VHS, not all have a working DVD or VHS player

Hue HD Webcams (6)

SMART Document Camera (1)

CPS Units (6)

Smart Slates (10)

Overhead projectors

5 student laptops for Science classrooms

5 student laptops for class check-out

Students also are able to check-out the following technologies:

TI-83 and TI-84 calculators on a first come/ first serve basis

CD players

Playaways (Audiobooks)

MP3 Player

Currently the percentage of our professionally certificated teachers on staff who have completed the requirements for technology proficiency is 94 %. The uncertified, newly certified, and transfer to GCS 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 continue with training on technologies that will benefit the classrooms.

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 on ACT for State Testing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT for State Testing.

ANNUAL OBJECTIVE: Annually meet or exceed the standard as measured by the ACT for State Testing.

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

ACT Composite – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.3	18.6	18.9
School Actual	18.0	17.9		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.2		

Baseline data to be established in 2014-15.

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	17.0	17.3	17.6
School Actual	16.7	16.3		
District Projected	X	18.0	18.3	18.6
District Actual	17.7	18.0		

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.4	18.7	19.0
School Actual	18.1	18.4		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.6	18.9	19.2
School Actual	18.3	18.3		
District Projected	X	19.7	20.0	20.3
District Actual	19.4	19.7		

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.4	18.7	19.0
School Actual	18.1	18.1		
District Projected	X	19.3	19.6	19.9
District Actual	19.0	19.4		

ACT Writing – Average ACT Score

	Baseline 2015-16	2016-17	2017-18
School Projected	X	16.4	16.7
School Actual	16.1		
District Projected	X	17.0	17.3
District Actual	16.7		

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	50.1	55.6	60.1
School Actual	44.6	37.2		
District Projected	X	53.1	58.6	64.0
District Actual	47.7	48.5		

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	27.4	32.2	37.1
School Actual	22.5	24.0		
District Projected	X	33.3	38.1	43.0
District Actual	28.4	31.4		

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	28.3	31.4	33.9
School Actual	24.8	27.9		
District Projected	X	36.9	40.4	44.0
District Actual	33.3	37.4		

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	21.4	25.9	30.4
School Actual	17.0	17.4		
District Projected	X	28.2	32.6	37.0
District Actual	23.8	28.3		

☒ 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): ESSA Federal Accountability and SDE School Report Card

ELA – School – High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		

American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-16.

ELA – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-16.

Math – School - High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-16.

Math – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-16.

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

PERFORMANCE STATEMENT: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

ANNUAL OBJECTIVE: Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

DATA SOURCE(S): SC SDE website

ACT WorkKeys – Percentage of students who received a National Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	91.3	92.3	93.3
School Actual	90.3	89.3		
District Projected	X	90.2	91.2	92.2
District Actual	89.2	89.6		

ACT WorkKeys – Percentage of students who received a Bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	26	26.3	26.6
School Actual	25.7	21.9		
District Projected	X	21.2	21.5	21.8
District Actual	20.9	18.8		

ACT WorkKeys – Percentage of students who received a Silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	40.1	40.4	40.7
School Actual	39.8	48.1		
District Projected	X	40.6	40.9	41.2
District Actual	40.3	48.3		

ACT WorkKeys – Percentage of students who received a Gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	24.6	24.9	25.2
School Actual	24.3	19.1		
District Projected	X	27.4	27.7	28.0
District Actual	27.1	22.3		

ACT WorkKeys – Percentage of students who received a Platinum NCRC

	Baseline 2014-15	2015-16	2016-17		2017-18
School Projected	X	0.6	0.7		0.8
School Actual	0.5	.3			
District Projected	X	1.0	1.1		1.2
District Actual	0.9	0.3			

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	73.1	70.7	68.7	75.4		
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	77.4	79.7 (MS & HS)	82.8		

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

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 88.7 % 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	86.7	87.7	88.7
School Actual	73.4	74.2	72.2	85.7	77.9		
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	82.7	90.1 (MS & HS)	85.5		

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

EOCEP % BIOLOGY 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 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 86.0 % 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	86.9	87.9	88.9
School Actual	81.9	83.2	81.8	85.9	80.7		
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7	80.4		

EOCEP % US HISTORY AND THE CONSTITUTION

☒ 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 1 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	60.4	62.95	79.7	80.7	81.7
School Actual	55.3	75.1	65.7	78.7	69.1		
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8	82.7		

Advanced Placement

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of exams with a score of 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 exams with a score of 3 or above (out of a possible 5) on all AP examinations.

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

	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	37	34	32.4		
District Projected	X	X	56	57	58	59	60	61
District Actual	56	53	55	54	53	54		

☒ 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	467	476	481		
Math Projected	X	X	461	463	465	467	469
Math Actual	459	466	479	476	483		
Writing Projected	X	X	437	439	447	443	445
Writing Actual	435	442	439	450	455		
Composite Projected	X	X	1360	1366	1372	1378	1384
Composite Actual	1354	1374	1385	1408	1419		

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	499	497	503		
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496	503		
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473	480		
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466	1486		

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	77.1	75.1	76.1	84.3	85.3
School Actual	64.7	65.3	66.7	68.3	79.3		
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2	86.8		

ACT and WorkKeys 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>
Select and use ACT and WorkKeys workbooks and tutorial guides that will be used as a resource by grade 10 and 11 teachers	March 2015 – March 2018	<ul style="list-style-type: none"> • ELA/Math/Science/ Social Studies faculty 	\$1500		Workbooks Unit Plans Analysis of Test Scores
Secure copies of a Released Sample of the ACT and WorkKeys Exams to use as a Practice Test for all students scheduled to take the Spring Exam	February 2015 – February 2018	<ul style="list-style-type: none"> • IC 	\$1500	Class Accounts	Copy of Practice Exam Purchase Order
ACT diagnostic test using a WHS created test	March 2016 – March 2018	<ul style="list-style-type: none"> • Grade 10 and 11 teachers 	\$ 0	n/a	
Renew USA TestPrep Software: ACT Prep and WorkKeys	March 2016 – March 2018	<ul style="list-style-type: none"> • IC 	\$2500		Usage Analysis
Provide professional development to ELA/Math/Science/Social Studies teachers and IC	March 2016 – March 2018	<ul style="list-style-type: none"> • IC • GCS Consultants 	\$0	n/a	
Attend GCS meetings for ACT preparation	March 2016 – March 2018	<ul style="list-style-type: none"> • Administrators • IC • English/Math staff 	\$0	n/a	Listing of GCS Professional Development Sessions
Conduct monthly Department and PLC meetings for English 2, 3, Math, Algebra 1 and Geometry, and Science	March 2016 – March 2018	<ul style="list-style-type: none"> • Administrators, • IC • English/Math/Science staff 	\$0	n/a	English/Math Departments and PLC Minutes
Increase the number of English and Math teachers	August 2016 – June 2018	<ul style="list-style-type: none"> • Principal 			
Determine students with attendance issues and relay importance of attendance for ACT and WorkKeys testing	March 2016- April 2018	<ul style="list-style-type: none"> • ACT Testing Coordinator • Guidance 			
Research students who do not attend WHS but whose scores impact WHS	August 2014 - August 2018	<ul style="list-style-type: none"> • Guidance • Group Home 	\$ 0	n/a	Evaluate ACT and WorkKeys participation data
	April 2016 –	<ul style="list-style-type: none"> • Administration 	\$ 0	n/a	

Use of phone messenger to remind parents of ACT and WorkKeys Testing dates to ensure attendance	April 2018				
Promote the importance of ACT for College and Career Readiness	March 2016 – April 2018	<ul style="list-style-type: none"> • Guidance • Teachers • Administration 	\$ 0	Educational Fund	Letter to parents promoting the importance of ACT and WorkKeys testing for graduation and future employment
Practice Assignments for CATE students scheduled to take the Spring Exams	January 2017 - April 2018	<ul style="list-style-type: none"> • IC • CATE teachers 	\$ 0	n/a	Usage Analysis Data Analysis of Results
Incentives for WorkKeys scores	May 2018	<ul style="list-style-type: none"> • Administration • Guidance 	\$ 1000	General Fund	Evaluate participants in WorkKeys Exams
ACT and WorkKeys test taking strategies presentations	August 2017- May 2018	<ul style="list-style-type: none"> • Media Specialists • IC 	\$0	n/a	Lesson plans or agenda

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 EOCEP Benchmark Tests for English, Math, US History, and Biology	3 x year	<ul style="list-style-type: none"> English, Math, US History, Biology teachers 	\$200		Data analysis of results
EOC Teacher-led Review Sessions	Each Spring	<ul style="list-style-type: none"> EOC Teachers 	\$20/hr.		Data analysis of results
Renew site license for USA Test Prep	Fall 2016	<ul style="list-style-type: none"> Administration 	\$2500.00		Data Usage
GCS Benchmark Test-based class activities	Throughout the school year	<ul style="list-style-type: none"> English, Math, US History, Biology teachers 	\$0	n/a	Data analysis of results
Teacher attendance at District EOCEP Professional Development	Ongoing	<ul style="list-style-type: none"> Freshman Academy Coordinator IC English, Math, Biology, US History teachers Principal 	\$0	n/a	Individual Teacher PD Records
Conduct monthly Freshman Academy, department, and PLC meetings (vertical articulation)	August 2015-August 2018	<ul style="list-style-type: none"> Administrators IC Teachers 	\$0	n/a	Attendance records
Continue use of student data and grades to determine placement	August 2013-August 2018	<ul style="list-style-type: none"> Principal Guidance Data Team 	\$0	n/a	PowerTeacher Enrich GCSources
Determine students in need of remediation through teacher recommendation and data	August 2015-August 2018	<ul style="list-style-type: none"> Administration Faculty Guidance Data Team 	\$0		Data analysis of results

Pay stipends to teachers for conducting and evaluating EOCEP Practice Test Results August 2015-August 2018 if possible	August 2015-August 2018	<ul style="list-style-type: none"> Principal 	\$20/hr.		Attendance records
Schedule and communicate after school EOCEP review sessions to students and parents	August 2015-August 2018	<ul style="list-style-type: none"> Teachers IC 			Parent letter and list of invitees
Highly qualified teachers for EOC courses	August 2015-August 2018	<ul style="list-style-type: none"> Administration 			Data analysis of Teacher's EOC results
Creation of 5-10 question "Review/Preview" quizzes	April 2015-June 2016	<ul style="list-style-type: none"> Teachers 	\$0		Unit Plans Observations
Multiple 60 question tests*	August 2015-June 2016	<ul style="list-style-type: none"> US History Teachers 	\$0		Unit Plans Observations
Build unit assessments with embedded questions from prior units to create growing cumulative assessments	March 2015 – August 2018	<ul style="list-style-type: none"> US History Teachers 	\$0		Benchmark Test results
Purchase EOCEP Prep books	August 2015-June 2016	<ul style="list-style-type: none"> IC Administration 			Unit Plans Observations
Re-schedule students as misplaced no later than the end of the 1 st Quarter or within two weeks of identification	April 2016 – June 2016	<ul style="list-style-type: none"> Administration Guidance 	\$ 0	n/a	List of students identified as misplaced. New schedule or misplaced students
Use the GCS Benchmark test for English 1, Algebra I EOC (grade 9), Biology, US History - a minimum of three per year	April 2015 – April 2018	<ul style="list-style-type: none"> CRT English/Math/Biology/US History staff 	\$200		Data Analysis of Results
Identify at-risk students who need to be tested	August 2015 - April 2018	<ul style="list-style-type: none"> Admin Teachers Guidance 			Evaluation of PASS results Meet with students
Incentives for EOC scores	May 2018	<ul style="list-style-type: none"> Freshman Academy Coordinator Guidance 	\$ 1000	General Fund	Evaluate participants in EOC Exams
Teach Researching Skills to Freshman	August 2015 – June 2018	<ul style="list-style-type: none"> Media Specialists English Teachers 	\$ 0	n/a	Lesson Plans

SAT/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, AP and IB assessments	August 2015 – August 2018	<ul style="list-style-type: none"> • Math teachers • Science teachers • English teachers • Social Studies 	<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 District baseline	Unit Plans/Classroom Observations
Practice warm-ups for SAT and AP 2-5 days per week	August 2013-June 2018	<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 • USA TestPrep 	School District baseline	Unit Plans/Classroom Observations

Practice writing prompts for SAT and AP	August 2015-June 2018	<ul style="list-style-type: none"> Content area teachers 	<ul style="list-style-type: none"> SAT/PSAT/IB 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 District baseline	Unit Plans/Classroom Observations
School-wide focus on research process	August 2015-June 2015	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
School-wide focus on grammar/mechanics	August 2015-June 2018	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Use nonfiction texts for critical/close reading	August 2015-June 2018	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Vocabulary development	August 2015-June 2018	<ul style="list-style-type: none"> Teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Focus on lab/lab reports	August 2015-June 2018	<ul style="list-style-type: none"> Science teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Focus on word problems	August 2015-June 2015	<ul style="list-style-type: none"> Math teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Focus rhetorical skills	August 2015-June 2015	<ul style="list-style-type: none"> English teachers 	\$ 0	n/a	Unit Plans/Classroom Observations
Increase teacher training	August 2015-August 2018	<ul style="list-style-type: none"> Administrators 			
Increase teacher retention	August 2015-August 2018	<ul style="list-style-type: none"> Administrators 			
Vertical teaching/Feeder patterns	August 2015-August 2018	<ul style="list-style-type: none"> Teachers 			
Smaller classes	August 2015-August 2018	<ul style="list-style-type: none"> Administrators 			
Coordinated mock exams/review sessions	August 2015-August 2018	<ul style="list-style-type: none"> Teachers AP Coordinator 			

Publicize the increase of IB/AP successes	August 2015-August 2018	<ul style="list-style-type: none"> • Administration • Faculty • Guidance • PTSA • SIC 			
APUSH "Review and Conquer" study sessions before and after school	August 2017-August 2018	<ul style="list-style-type: none"> • Content area teachers 			
Class sets of US History EOC prep and review books	August 2017-August 2018	<ul style="list-style-type: none"> • Teachers • IC 			

Graduation Rate 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>
Maintain the Freshmen Academy	August 2015 – August 2018	<ul style="list-style-type: none"> Administration 	0		Data Analysis of Results
Strengthen Vertical Articulation	February 2016 – June 2018	<ul style="list-style-type: none"> Administrators, IC Guidance 	0	Class Accounts	Meeting Schedule
Remodel a credit recovery program	March 2015 – June 2018	<ul style="list-style-type: none"> Principal Grad Rate Team Guidance 	0		List of Students
Continue the JAG program	March 2015 – June 2018	<ul style="list-style-type: none"> Principal 	0		Copy of Letter to Parent
Re-establish mentor programs	March 2015 – June 2018	<ul style="list-style-type: none"> Principal 	0		Records
IGPs through Guidance	March 2015 – June 2018	<ul style="list-style-type: none"> Principal 	0		Records
Guard the accuracy of the student database	March 2015 – June 2018	<ul style="list-style-type: none"> Principal Guidance 	0		Database and Grad Rate Cohort Records
Create a Graduation Rate Team to identified systems for “Drop-Out Prevention”	March 2017 – June 2018	<ul style="list-style-type: none"> WHS Staff and Administration 	0		Data Analysis of Results
Continue utilization of Michelin Tutor Program	March 2015 – June 2018	<ul style="list-style-type: none"> All Staff 	0		Attendance Records
Staff a 9 th grade Guidance Counselor to the Freshman Academy	March 2015 – June 2018	<ul style="list-style-type: none"> Principal 	0		Counselor Portfolio
Provide professional development to the Freshman Academy Staff	March 2015 – June 2018	<ul style="list-style-type: none"> Academy Administration 	0		
Attend GCS monthly meetings on core subject areas and SC Standards	August 2015 – May 2018	<ul style="list-style-type: none"> IC GCS Consultant 	0		Listing of GCS Professional Development Sessions
Conduct monthly Freshmen Academy, Department, and PLC meetings	August 2015 – May 2015	<ul style="list-style-type: none"> Administration IC 	0		Freshmen Academy, Department and PLC Minutes

Utilize the GCS Programs of Non-Traditional Schools and Satellite Programs: Life-Long Learning	August 2015 – June 2018	<ul style="list-style-type: none"> Guidance and Administration 	0		Student Transcripts and Data Analysis of Results
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PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

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%	99%	99.5%	100%
Actual	95%	92	96	98.4	98.4		

	Baseline 2011-12	Planning Year2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Endorsements and Certifications Actual/ Projected					Actual	Actual	Projected
HSTW	93%	95%	95%	95%	42%	42%	TBD
Learning Focused	11%	15%	16%	16%	57%	57%	TBD
Gifted and Talented	15%	18%	18%	19%	10%	70%	80%
Advanced Placement	20%	25%	45%	46%	20%	18%	25%
Middle Years Programme	17%	20%	21%	22%	23%	20%	20%
Diploma Programme	14%	15%	45%	46%	12%	17%	21%
National Board	12%	14%	15%	16%	8%	8%	19%
Balridge School of Excellence	NAV	NAV	TBD	TBD	NAV	NAV	TBD
Technology Proficiency	95%	91%	93%	99%	65.3%	95%	100%

Professional Development 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>
Continue PLCs	August 2015 – June 2018	<ul style="list-style-type: none"> • IC • Administration 			
Development of Unit Plans through the use of Rubicon Atlas	August 2015 – June 2018	<ul style="list-style-type: none"> • IC • Administration 			
Provide training on the GCS Policy on Acceptable Use of Technology	August 2015	<ul style="list-style-type: none"> • Media Specialists 			Portal Records
Provide professional development opportunities on digital citizenship	Fall 2015	<ul style="list-style-type: none"> • Media Specialists 			Portal Records
Notify teachers of upcoming district technology professional development opportunities	August 2015 – June 2018	<ul style="list-style-type: none"> • IC • Media Specialists 			Portal Records
Provide professional development opportunities on literacy	August 2015 – June 2018	<ul style="list-style-type: none"> • IC • Literacy Team 			Portal Records
Provide 12 professional development opportunities annually	August 2015 – June 2018	<ul style="list-style-type: none"> • IC • Media Specialists 			Portal Records
Communicate with teachers regarding their certification status and recertification requirements	August 2015 – June 2018	<ul style="list-style-type: none"> • IC • Administration 			GCS Technology Proficiency Report
Communicate GCS technology courses – Intel 2 or A.L.I.V.E.- available to teachers to earn Technology Proficiency	March 2015 – August 2018	<ul style="list-style-type: none"> • IC 			Record of communication
Provide <i>Technology Day</i> on the fall GCS professional development day (if possible)	September 2015 – June 2018	<ul style="list-style-type: none"> • IC • Media Specialists • Staff 			Portal Records
Provide training for USA TestPrep for ACT, WorkKeys, and EOC to all teachers	March 2016 – June 2018	<ul style="list-style-type: none"> • IC 			Portal Records
Woodmont Faculty and Staff Book Club meetings	March 2016 – June 2018	<ul style="list-style-type: none"> • Media Specialists 			Portal Records
Provide training in Google, Edmodo, Discovery Education SOS strategies and other technologies	March 2016 – June 2018	<ul style="list-style-type: none"> • IC • Media Specialists • GCS Staff • DLC Coach 			Portal Records

Communicate GCS PD opportunities for the June Upstate Technology Conference & Summer Academy	March 2016 – June 2018	<ul style="list-style-type: none"> • IC • Media Specialists 			Record of communication
Communicate HSTW Summer Conference	March 2016 – August 2018	<ul style="list-style-type: none"> • HSTW Coordinator • IC 	0		Record of communication
Communicate G&T and AP course opportunities	March 2016 – June 2018	IC and AP/IB Coordinator	0		Record of communication
Communicate MYP and DP training opportunities	March 2016 – June 2018	AP/IB Coordinator, Administrators	0	District, APIB Grant	Record of communication
Continue training in the components of Student Centered Learning	October 2016 – June 2018	Administrators, IC, AP/IB Coordinator	TBD	APIB Grant	Portal Records of Professional Development
Curriculum Mapping of College and Career Ready Critical Skills lesson plans and assessments	December 2015 – June 2018	All Faculty			Maps; PLC Records
Weekly Technology Tips will be shared with Faculty and Staff	August 2016 – June 2018	Media Specialists	0	n/a	Media center website calendar;
Continue exploration and sharing of Literacy Strategies	August 2016 – June 2018	All Faculty	0		Portal Records of Professional Development; PLC minutes

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 – School Profile page – Students section

	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	94.1	93.3	93.4		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

STUDENT EXPULSION

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

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	.7	1.3	2.5	3.1	3.7		
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%	0.6%	0.7%	0.9		

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 – Parent Survey item #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	87.9	78.7	77.8	66	81.8		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 – Student Survey item #18

	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	79.6	<i>Due to the SCI Grant, student survey results were not available.</i>	76.0		
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	76.5	83.9 (ES, MS & HS)	83.8		

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 87.2 % by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #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	89	90	91
School Actual	81.2	79.3	82.2	88	87.6		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 87.9 % 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 – Parent Survey item #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	92.8	78.1	83.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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 – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	90.9	80.3	80.4	<i>Due to the SCI Grant, student survey results were not available.</i>	86.9		
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2	91.3 (ES, MS & HS)	91.1		

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 – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92	94	98	98.5	99
School Actual	89.8	94.3	95.6	97.7	96.2		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

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 2015- 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 2015- 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 2015- 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 2016 – August 2018	<ul style="list-style-type: none"> • Freshman Academy Coordinator 	TBD		Freshman Academy Schedule and Records
Provide a School Wide Incentive Program	March 2016 – June 2018	<ul style="list-style-type: none"> • Administrators • Staff 	\$ 0		Incentive Records
Provide a School Wide Orientation Program	March 2016 – August 2018	<ul style="list-style-type: none"> • Administrators • Staff 	TBD		Orientation Schedule

Strengthen ISS Program	March 2016 – June 2018	<ul style="list-style-type: none"> Administrators 	\$ 0	District	ISS Records
Continue Freshman Academy Incentives	March 2016 – August 2018	<ul style="list-style-type: none"> Freshman Academy Coordinator 	TBD		Freshman Academy Schedule and Records
Implement a Life skills Program in the Freshman Academy	March 2016 – August 2018	<ul style="list-style-type: none"> Freshman Academy Coordinator 			Unit Plans Observations
Freshman Orientation	August 2016	<ul style="list-style-type: none"> Administrators Staff 			
Open House	September 2016	<ul style="list-style-type: none"> Administrators Staff 			
Conduct an IB Program Open House	Fall 2016	<ul style="list-style-type: none"> Administrators Staff IB Coordinator 			
School Messenger	August 2016 - August 2018	<ul style="list-style-type: none"> Administrators Staff 			
Web-based Parent Access	August 2016 - August 2018	<ul style="list-style-type: none"> Administrators Staff 			
Implementing student “showcase” nights for various programs	August 2016 - August 2018	<ul style="list-style-type: none"> Administrators Staff 			
Implement a school climate initiative team consisting of Administrators, Teachers, Students, and Parents	April 2016 - August 2018	<ul style="list-style-type: none"> School Climate Coordinator 	\$ 0	n/a	Meeting Dates/Minutes/Learning Environment Survey
Partner with local businesses in surrounding area to assist with student achievement and transition	April 2016 - August 2018	<ul style="list-style-type: none"> Administrators Staff 	\$ 0	n/a	Meeting Dates/Minutes/Learning Environment Survey
Continue to provide a school wide orientation program	August 2016 - August 2018	<ul style="list-style-type: none"> Counselors Administrators PTSA officers 	Varies		Orientation schedule
Upgrade classrooms to include at least one computer for student use	August 2016 - 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 2016 - August 2018	<ul style="list-style-type: none"> Media Specialist 	Carts are \$1500; Each laptop \$930	Various sources	Record of computer carts
Purchase two additional Chromebook Carts with 35 Chromebooks each for classroom use	August 2016 - August 2018	<ul style="list-style-type: none"> Media Specialist Administration 	Carts are \$1350 Each Chromebook \$271	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 2016 - 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 2016 - August 2018	<ul style="list-style-type: none"> IC 	\$ 0	n/a	Portal records of Professional Development
Increase incentives for PTSA membership	August 2016 - August 2018	<ul style="list-style-type: none"> Administration PTSA officers 	\$ 0	n/a	Meeting Calendar
Communicate MYP and DP training opportunities	August 2016 - August 2018	<ul style="list-style-type: none"> AP/ IB Coordinator IC Administrators 	\$ 0	n/a	Record of communication
Conduct a Curriculum Night	October 2016; Spring 2017	<ul style="list-style-type: none"> Guidance Department 	\$ 0		Agenda of Meeting
Conduct an IB Curriculum Night	October 2016; Spring 2017	<ul style="list-style-type: none"> AP/ IB Coordinator IC Administration 	\$ 0		Agenda of Meeting
Showcase the MYP Projects	Spring 2016 - 2018	<ul style="list-style-type: none"> AP/ IB Coordinator Administrators 			
Develop a School-Wide Incentive Program for ACT, WorkKeys and EOC score results	Spring 2016 - 2018	<ul style="list-style-type: none"> Administration and Guidance 			Communication of Award Winners

2015-16 SC Annual School Report Card

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?d=2301&s=023&t=H&y=2016>

2016 Report Cards

Woodmont High School

Principal: Darryl Imperati
Superintendent: Dr. W. Burke Royster
Board Chair: Mrs. Lisa Wells
School Phone: 864-355-8600
School Website: <https://www.greenville.k12.sc.us/wdmonth/>

State Rating History*

Past Year's Ratings

2014 - Good
2013 - Excellent
2012 - Good

*Based on state law, schools and districts will not be rated for state accountability purposes until Fall 2018



OVERVIEW



KNOWLEDGE



OUTCOMES



OPPORTUNITIES

World Class Knowledge

Rigorous standards in language arts and math for career and college readiness
Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

Life and Career Characteristics

Integrity
Self-direction
Global perspective
Perseverance
Work ethic
Interpersonal skills

Enrollment
1,836

Grades
9-12

Teachers
93

Woodmont High School is an International Baccalaureate World School and one of 14 regular public high schools in the School District of Greenville County. Our state-of-the-art facility boasts nearly 300,000 square feet and is situated on a picturesque 69-acre campus in rural southern Greenville County. The school serves a diverse population of nearly 1,850 students (69% white, 24% African American, 5% Hispanic, and 2% other) in grades 9-12. The school's Poverty Index is currently at 62% with approximately half of all students participating in the Free & Reduced Lunch Program. Woodmont High features a strong and experienced staff of administrators and teachers with a five-year staff retention rate of 95 percent. More than half of the faculty have advanced degrees. The distinguished faculty includes award-winning individuals such as the District Teacher of the Year, SC Bar Association Mock Trial Teacher of the Year, SC Outstanding Young Agriculture Educator of the Year, Mentor Teacher of the Year and the SC Governor's Council on Physical Fitness Individual Award Teacher. Fifteen members of the faculty are National Board Certified Teachers.

The SIC focused on improving graduation rate, career opportunities and community awareness for the 2015-16 school year and successfully implemented its vision. Through the work and careful planning of the SIC and its business partners, significant progress has been made toward reaching its goals and these goals will remain as focal points for the upcoming year.

DeVita Scott - SIC Chair

Darryl Imperati - Principal

Woodmont High School

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OVERVIEW



KNOWLEDGE



OUTCOMES



OPPORTUNITIES

KNOWLEDGE

ACT

ACT WorkKeys

SAT

End of Course Tests

ACT

The ACT, a college readiness assessment, was given to every South Carolina 11th grader in 2016 with the exception of those eligible for alternate assessments. The ACT scores range from 0 to 36. The district and state averages are included for comparison. State averages for ACT data are based on regular public schools and do not include private schools in the state

ACT WorkKeys

ACT WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical in the workplace. The assessment is given to every South Carolina 11th grader with the exception of those eligible for alternative assessments. The assessment consists of three subtests: Applied Mathematics, Reading for Information, and Locating Information. Students can earn certificates at the Platinum, Gold, Silver, and Bronze level on WorkKeys assessments.

SAT

The SAT is a standardized test often used in the college admissions process. Its aim is to assess the student's readiness for college. The current test consists of three 800 point sections testing English/Language Arts, Mathematics, and Writing. Most students take the test, which is offered several times per year, during their junior or senior year of high school.

End of Course Tests

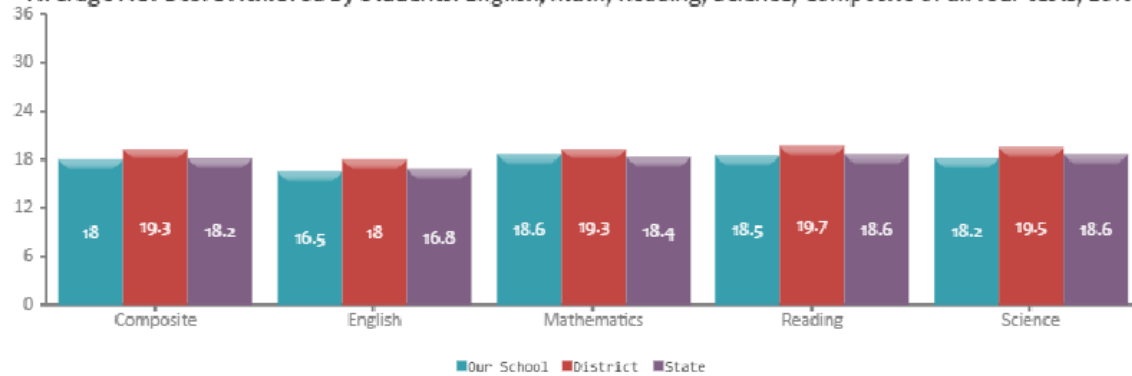
The End-of-Course Examination Program (EOCEP) provides tests in high school core courses and for courses taken in middle school for high school credit. EOCEP results are used in the calculation of middle school and high school Absolute Ratings and Growth Ratings.

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

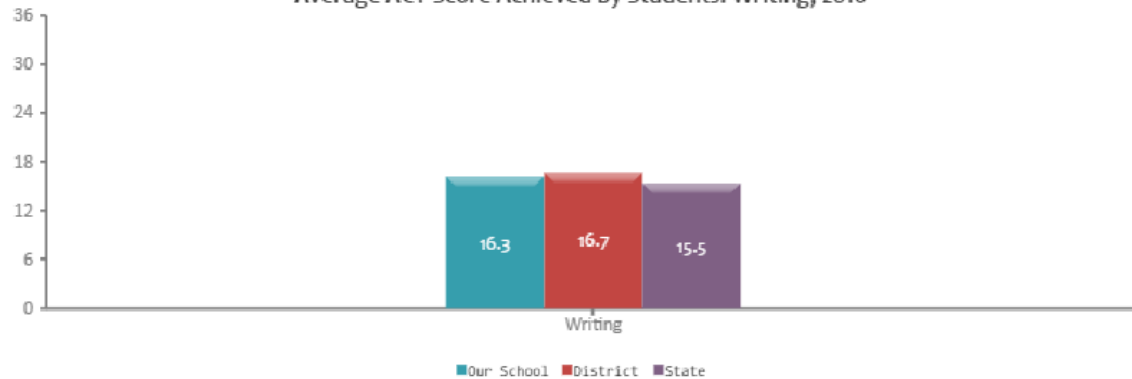
The ACT

The ACT, a college readiness assessment, was given to every South Carolina 11th grader in 2016 with the exception of those eligible for alternate assessments. The ACT scores range from 0 to 36. The district and state averages are included for comparison. State averages for ACT data are based on regular public schools and do not include private schools in the state.

Average ACT Score Achieved by Students: English, Math, Reading, Science, Composite of all four tests, 2016



Average ACT Score Achieved by Students: Writing, 2016



Percent of Students Meeting ACT College-Ready Benchmarks, 2016

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
38.7	25.1	29.3	18.5	11.9

ACT benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

The ACT is a registered trademark of ACT, Inc.

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ACT Workkeys

2016 Report Cards

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State Rating History'

Past Year's Ratings

2014 - Good
2013 - Excellent
2012 - Good

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OVERVIEW



KNOWLEDGE



OUTCOMES



OPPORTUNITIES

KNOWLEDGE

End of Course Tests

ACT

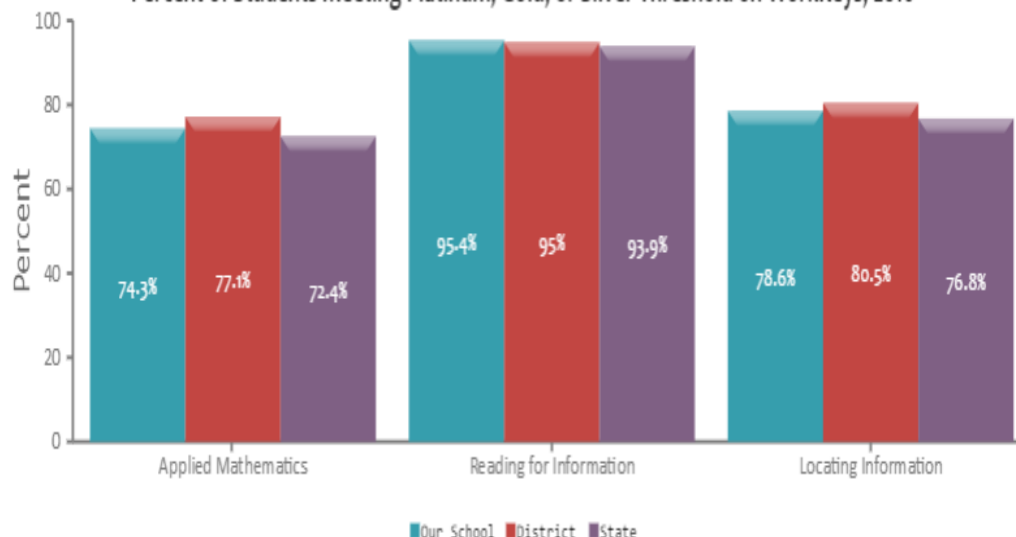
ACT WorkKeys

SAT

ACT WorkKeys

ACT WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical in the workplace. The assessment is given to every South Carolina 11th grader with the exception of those eligible for alternative assessments. The assessment consists of three subtests: Applied Mathematics, Reading for Information, and Locating Information. Students can earn certificates at the Platinum, Gold, Silver, and Bronze level on WorkKeys assessments.

Percent of Students Meeting Platinum, Gold, or Silver Threshold on WorkKeys, 2016



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SAT

2016 Report Cards

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State Rating History*

Past Year's Ratings

2014 - Good
2013 - Excellent
2012 - Good

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OVERVIEW



KNOWLEDGE



OUTCOMES



OPPORTUNITIES

KNOWLEDGE

ACT

ACT WorkKeys

SAT

End of Course Tests

SAT -Performance

Percent of Students Tested	Average Critical Reading Score	Average Math Score	Average Writing Score	Average Composite Score
37.6	481.0	483.0	455.0	1419.0

The highest composite score on the SAT is a 2400. For each of the three sections of the test, the highest score is 800.

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End of Course Tests

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State Rating History*

Past Year's Ratings

2014 - Good
 2013 - Excellent
 2012 - Good

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OVERVIEW



KNOWLEDGE



OUTCOMES



OPPORTUNITIES

KNOWLEDGE

End of Course Tests

End of Course Tests

ACT

ACT WorkKeys

SAT

Percent of tests with scores of 70 or above on:	Our School	State
Algebra 1/Math for the Technologies 2	77.9	82.4
English 1	75.4	78.9
Biology 1	80.7	75.9
US History and the Constitution	69.1	71.2
All Subjects	76.5	77.3

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

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State Rating History*

Past Year's Ratings

2014 - Good
 2013 - Excellent
 2012 - Good

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OVERVIEW



KNOWLEDGE



OUTCOMES



OPPORTUNITIES

Outcomes

State Graduation Rate

Four-Year	Five-Year
82.6	83.9

School Four-Year Cohort Graduation Rate

2016	2015	2014	2013
79.3	68.3	66.7	65.3

School Five-Year Cohort Graduation Rate

2016	2015	2014	2013
71.0	67.2	66.3	67.4

Percentage of Seniors Eligible for LIFE/Palmetto Fellows Scholarship

Our School	District	State
45.8	38.4	36.7

Percentage of Students from 2015 Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall 2015

Our School	District	State
54.4	76.9	70.7

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State Rating History

Past Year's Ratings

2014 - Good
 2013 - Excellent
 2012 - Good

*Based on state law, schools and districts will not be rated for state accountability purposes until Fall 2018



OVERVIEW



KNOWLEDGE



OUTCOMES



OPPORTUNITIES

OPPORTUNITIES

Students

Teachers

School

Evaluations

For students to meet the profile of the SC Graduate

	Our School	Change from last year
Students (n = 1,836)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	47.7	Down from 59.3
Attendance rate	93.4	Up from 93.3
With disabilities	14.5	Up from 14.0
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.7	Up from 3.1
Percentage of students served by gifted and talented program	45.0	Up from 27.9
Percentage of students retained	2.8	Down from 4.1
Annual Dropout Rate	4.1	Down from 4.4
Enrolled in an AP/IB Program	42.7	Up from 26.4
Successful in an AP/IB Program	37.4	Down from 38.9
Career/Tech students in co-curricular organizations	9.1	Up from 5.2
Enrollment in career/technology courses	94.7	N/A
Students participating in work-based experiences	12.2	Up from 0.8
Number of seniors who have completed FAFSA forms	175	Down from 184
Percentage of seniors completing college applications	79.2	N/A
Number of students enrolled in dual enrollment courses	15	N/A
Success of students in dual enrollment course	87.5	N/A
Dropout Recovery Rate	5.3	Down from 7.7

Teachers (n = 93)		
Percentage of teachers with advanced degrees	59.1	Up from 54.5
Percentage of teachers on continuing contract	81.7	Up from 75.0
Teachers returning from previous year	90.4	Up from 89.2
Teacher attendance rate	94.3	Up from 93.8
Average teacher salary	\$49,875	Up from \$49,480
Professional development days/teacher	11.7	Down from 16.2
Percentage of teacher vacancies for more than 9 weeks	1.0	Down from 1.1

School		
Principal's/Superintendent's years at school/district	9	No change
Student-teacher ratio in core subjects	28.4 to 1	Down from 33.7 to 1
Prime instructional time	87.0	Up from 86.0
Opportunities in the arts	Excellent	No change
Opportunities in foreign languages	Excellent	No change
AdvancEd (SACS) accreditation	Yes	No change
Parents attending conferences	87.1	Down from 99.4
Character development program	Excellent	Up from Good
Average age of books / electronic media in the school library	11.0	Up from 10.0
Number of resources available per student in the school library media center	13.4	Up from 10.2
Each student device has access to at least 1 Mbps of bandwidth	N/R	N/A
Percent of classrooms with wireless access	91 - 100%	Change from 76-100%
Percent of students served by 1:1 learning	21 - 30%	N/A
Number of devices dedicated for student use	856	N/A
Percentage of classes not taught by highly qualified teachers	0.0	Down from 1.6
Dollars spent per pupil	N/A	N/A
Percent of expenditures for instruction	N/A	N/A
Percent of expenditures for teacher salaries	N/A	N/A
Number of dual enrollment courses offered	1	N/A
Number of online or blended (50% online) courses offered	N/A	N/A

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students'	Parents'
Number of surveys returned	105	320	214
Percent satisfied with learning environment	87.6%	76.0%	81.8%
Percent satisfied with social and physical environment	91.5%	81.6%	78.8%
Percent satisfied with school-home relations	73.1%	83.7%	69.1%

*Only students in grade 11 and their parents were included.

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample