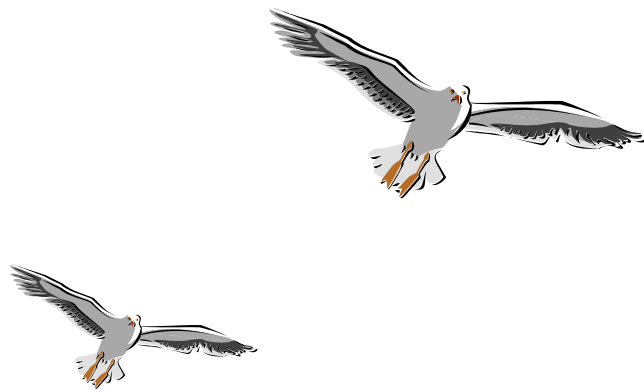


WASHINGTON CENTER
Special Education K-12
Principal: Dr. Wanda Brownlee



GREENVILLE COUNTY SCHOOL DISTRICT
Superintendent: W. Burke Royster

Scope of School Action Plan:

2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Washington Center

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013-14 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

(Washington Center is no longer required by the SDE to have an SIC)		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Wanda Brownlee		5/9/13
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 2 Betty Spencer Drive, Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-0250

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<i>POSITION</i>	<i>NAME</i>
1. PRINCIPAL	DR. WANDA BROWNLEE
2. TEACHERS	KRISTY ADAMS JEAN ASHMORE SARAH ASHWORTH* CLAIRE BLOUIR ANN BRAYLO CYNTHIA BROWN CATHLEEN BUSH CAYCE CAMPBELL BILLY CHAPMAN LORELEI CRUTCHFIELD JULIE DAIL ANITA DAVIS KATHERINE GANTT AMY GARBE CINDY GIBBS AMY GOSNELL NARDIA LLOYD HEATHER PETRUSICK ELIZABETH PIPER* McKENZIE RILEY* SHARON RUSSO SAMANTHA STANSELL ERIN SOSEBEE SARAH TANNER BROOKE TIMMS
3. PARENT/GUARDIAN	JEAN ASHMORE MICHELLE RICHEY
4. COMMUNITY MEMBER	KAREN GRINDSTAFF CATHI MOFFETT
5. STAFF MEMBERS	MARY ANDREWS CARRIE CRUSE

**CINDY GIBBS
ELIZABETH McCRARY
MELISSA NORMINGTON
LISA PORTER
KATHY TROUT
DENISE WILKERSON
TONYA WRIGHT**

<i>POSITION</i>	<i>NAME</i>
1. PTA PRESIDENT	CARLA BURKHARDT
2. VICE PRESENDENT	KAREN GRINDSTAFF
3. PROGRAM FACILIATOR	LINDA HILL BARBARA BINGHAM
4. ADMINISTRATIVE ASSISTANT	LINDA THIGPEN*
5. ASSISTANT SUPERINTENDENT FOR SPECIAL EDUCATION	MARY M. SMITH KATHY TROUT DENISE WILKERSON TONYA WRIGHT
6. WEBMASTER	CINDY GIBBS

*** Denotes committee chairs**

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

- ✓ **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- ✓ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- ✓ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- ✓ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**Collaboration**

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

NA**Developmental Screening**

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

NA**Half-Day Child Development**

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

**Developmentally Appropriate Curriculum for PreK–3**

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

NA**Parenting and Family Literacy**

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

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

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

Table of Contents

1. **Introduction:** An overview of the self-study process, components of the document and summary of the school's focus.
Pages 1-2
2. **Executive Summary:** A comprehensive summary of the past, present and predicted future accomplishments and challenges for student achievement, teacher/administrator quality, and school climate as presented in the Strategic Plan.
Pages 3-7
3. **School Profile:** Presents a demographic analysis and narrative of The Washington Center community: Students, staff, parental involvement and services.
Pages 8-35
4. **Mission, Vision, Beliefs:** A summary of our instructional priorities and direction.
Pages 36-40
5. **Data Analysis and Needs Assessment:** A comprehensive analysis of our instructional priorities and statistical results and an overall look at student achievement as reflected in IEP mastery and alternate assessment scores, teacher/ administrator quality, and school climate assessment
Pages 41-85
6. **Action Plan:** An overview of the school's long term renewal plan, interim goals and strategies/actions to achieve chosen goals for Student Achievement, Teacher/Administrator Quality and School Climate for 2013-14 through 2017-18; also, inclusion of the current 2012-13 Action Plan and Evaluation of the 2008-13 Action Plan
Pages 86-127

INTRODUCTION

The Washington Center School Strategic Plan is a self-study to mirror the mission, vision and instructional directionality that drives our program direction. Along with the School District of Greenville County, Washington Center is SACS Accredited. The Strategic Plan contents are developed to meet requirements of the SACS Accreditation, School Renewal Plan, and to document the changes and progress our school has made while working to continuously improve in all areas. The Strategic Plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The School Portfolio Strategic Team is a school-wide effort including all faculty members with support of the classroom Para-professionals, therapists, and administrators. The faculty was divided into three committees headed by a chairperson, who is in Cycle 5 of PAS-T, meeting the requirement to demonstrate leadership skills. The chairperson met with Washington Center Administrator, Linda Thigpen to receive sectional assignments. After receiving the assignments, the individual committees met to assign segments of the section to individual committee members. Assignments were divided into three segments with timelines set in November, January and February of the 2012-13 school year.

Groups met on a regular basis to work on assigned segments of the committee's assigned section. Committee members kept their teams informed through e-mails and through meetings. Content requirements included information from PTA, therapies, administration, Health and Food Services. Following timelines, the completed assignments were forwarded to our Administrative Assistant for review and document completion. The content information was shared during committee and faculty meetings for discussion and revision. The final document was then submitted the completed document to the Central Office, posted the completed plan on the school website, and maintains a hard copy notebook version for public view.

EXECUTIVE SUMMARY

School Profile

Washington Center has a rich history, a thriving present and a bright future in the business of education students with special needs. Our separate facility is a melting pot for a diverse group of students, aged 3-21, exhibiting intellectual disabilities and compounding challenges. We are proud to have the opportunity to reach them with individualized classroom instruction, cutting edge technology, therapies and interventions. The faculty and staff work mutually work with students, parents and the community to ensure that the students at Washington Center are given multiple opportunities to grow academically and functionally.

School Mission, Vision, and Beliefs

The Mission of Washington Center is to provide instructional/academic opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs, including academic instruction through state standards. Our Vision involves functional curriculum, quality personnel, meaningful assessment and a supportive environment. Our Beliefs are reflected in our motto, "Those you think cannot...Can!"

Needs Assessment or Findings for Student Achievement

Student Achievement has proven successful as verified through data reported in this section. With our curriculum emphasis on communication and literacy, higher SC-Alt scores in ELA were expected and evidenced. Math and Science SC-Alt results also scored in the high range with Social Studies as the lowest score. Although 2013 SC-Alt scores will not be received until August of that year, SC-Alt scores within levels have shown a steady increase throughout 2009-2012. Going forward, our emphasis is to maintain an average of 50% or more in levels 2-4

for ELA and Math. In the four categories of IEP Mastery Data, Severe/Profound, Moderate, Multiple, and Autism, percentages continue to remain high. During 2011-2012, our 80 % IEP mastery experienced a slight decrease to 95.3%. Our strategies for improving and supporting student achievement have been productive resulting in goals being met and exceeded.

Needs Assessment or Findings for Teacher and Administrator Quality & School Climate

Washington Center places emphasis on programs that directly benefit our students. Staff training has been instituted throughout the school year as well as during summer months to emphasize positive student behavior. While the need for Behavior Intervention Plans has increased, so has the knowledge for implementation of these plans for continued student success. In addition, volunteerism has proven to be beneficial to both our program and our community. Each volunteer activity is designed to provide a positive learning climate to enhance student self-esteem through successful interactions. The initiatives to continue training in behavior intervention strategies and to increase volunteerism are current school priorities.

Action Plan Summary and List

Washington Center sets goals each year in order to increase its academic achievement amongst students, increase volunteer hours and community involvement, and increase attendance to behavior trainings provided to all staff. Washington Center strives to maintain an average of 50% or more students scoring between a 2-4 for Math and ELA on the SC-Alt by teaching students at least four standards in each subject per quarter. Maintaining a mastery level of at least 80% on IEP goals can be achieved by providing technology in each classroom to enhance IEP instruction as well as, amending procedures and inappropriate objectives on IEPs. At the end of this Five Year Rotation, teachers have received a variety of training in management strategies and supports for challenging student behaviors. We are now challenged to continue to implement these techniques and analyze the effectiveness. Volunteerism included as a goal

to enhance student instruction and community involvement. We have used several new sources of volunteerism and strategies to increase participation in hopes of increasing the hours logged in. In consideration of the valuable impact of volunteerism, increasing participation will be an on-going goal for Washington Center.

The Washington Center Performance Goals for 2012-2013 are listed below:

1. Student Achievement: In the 2012-13 school year, students will maintain academic performance as evidenced by early IEP mastery and SC-Alt measures of academic progress.
 - SC-Alt Scores: 100% of students will maintain an average of 50% or more in levels 2-4 for ELA and Math as defined for the 5 year rotation of the School Strategic Plan.
 - IEP Goal Mastery: In the 2012-13 school year, 95% of students will maintain a mastery level of 80% or more based on IEP goals as defined for the 5 year rotation of the School Strategic Plan,
2. Teacher/ Administrator Quality: Teachers have attended training in effective behavior management and are finding success in implementing the strategies with the school support system.
3. School Climate: In the 2012-13 school year, volunteer hours will increase by 100 from the 2011-12 school year.

Significant Challenges

Washington Center sets goals each year in order to increase its academic achievement amongst students, increase volunteer hours and community involvement, and increase attendance to behavior training provided to all staff. Washington Center strives to maintain an average of 50% or more students scoring between a 2-4 for Math and ELA on the SC-Alt by teaching students at least four standards in each subject per quarter. Maintaining a mastery level of at

least 80% on IEP goals can be achieved by providing technology in each classroom to enhance IEP instruction as well as, amending procedures and inappropriate objectives on IEPs. Last year, Washington Center had seven sessions of a school-wide Behavior Analysis Training and implemented the strategies learned. Training sessions were provided once a month by a district behavior specialist.

Peer presentations have been incorporated into faculty meetings. Certified Staff are required to complete peer observations and evaluations. As a result of the technology refresh during the 2011-2012 school year, certified staff members received technology training classes throughout the district, with the goal of maintaining the current status of 100% technology proficiency.

In prior years, one of Washington Center's goals was to achieve a 100% Highly Qualified status among its certified staff. Our new administration quality goal is focusing on 100% of staff being involved by participating in behavior analysis and implements the strategies that were taught in the school-wide behavioral training.

Applying for grants and fostering successful and lasting partnerships with community organizations was motivated by the goal to improve the school climate. However, the current trends in the economy prove challenging with less financial resources available for grant applicants. Therefore, Washington Center seeks to meet this goal by increasing volunteer hours for service to students by 100. As a result, procedures are in place to document all volunteer hours performed for the benefit of the students. Since establishing the volunteer goal, the criteria of 100 or more hours increase has been met and exceeded. The number of volunteer hours for 2011-12 exceeded the previous year by 1308.

Significant Awards, Results, and Accomplishments

Over the past four years Washington Center has been the recipient of numerous awards, including: 2009-2010 SC PTA Top 10 Membership Award for Highest Percentage of Members, Gold Palmetto Association status for meeting the 2009-2010 SC PTA membership goals, 100% Membership for 2009-2010 and 2011-2012 PTA, and Greenville County School Website Bronze

Award for 2009-2010. The school has also benefited from monies received through Greenville Women Giving Grant, Bi-Lo Charities Grant, Local and State Knights of Columbus Grants, and Operation Hope Grants. Several staff members have received recognition for their outstanding accomplishments at Washington Center. Theodore Mickens, art instructor, was recognized as the 2011 WYFF Golden Apple Award of the Year winner. Sheryl Praktish received the 2011 Greenville County RN of the Year Award and Lisa Skorzewski received the 2011 Greenville County RN Administrator of the Year Award. Dr. Wanda Brownlee, Principal of Washington Center, has been recognized as the South Carolina Council for Exceptional Children (SCCEC) Administrator of the Year for 2012. Washington Center has also been recognized by the United Way of Greenville County with the Campaign Award of Excellence for 2011.

WASHINGTON CENTER SCHOOL PROFILE

Washington Center, located in Greenville, South Carolina, is a separate public school serving students district-wide who have moderate and severe intellectual disabilities. Staffing committees, comprised of parents, administrators, classroom teachers, therapists, psychologists and other individuals knowledgeable in the educational needs of students, develop individualized educational programs and make recommendations for placement at Washington Center.

Washington Center moved to its new facility in June 2005. The school was designed by a team of parents and staff. The facility is “highly designed” and each specialized group of staff members had input into the design of their area, thus making this facility unique and distinctive. Special consideration was given to such details as external exits for each classroom and continuous, concrete sidewalks to encourage student mobility. The building is also adapted for the specialized programs designated in students’ Individualized Education Plans. In addition to the building itself, the campus has an external greenhouse and a playground designed for students with disabilities.

Students in preschool through grade 12, ages 3 - 21, attend Washington Center and Washington Center at Hollis. The schools currently serve 140 students with 20 classroom teachers, 50 para-educators and one full-time homebound teacher. Support staff at Washington Center includes: an adaptive environmental science specialist and a daily living instructor as well as art, music and adapted physical education teachers, four administrators, a media specialist, physical, occupational and speech therapists, office personnel, custodial and cafeteria staff, three registered nurses, five licensed practitioners and two orderlies. Vision and hearing services are available on an itinerant basis for qualifying students. The physical facility housing Washington Center has 17 classrooms, a multisensory suite, a gymnasium/multi-purpose room and weight room, large cafeteria, a library, art and music classrooms, an

adaptive environmental science classroom and greenhouse, a daily living classroom and a speech therapy suite.

Washington Center at Hollis was established to provide an early intervention strategy for younger students (ages three - seven) with severe and profound disabilities. Planning for the annex began in 2007 with the Hollis location opening during the 2010 – 2011 school year. The Hollis location contains six classrooms, multisensory suite, OT/PT room, office complex, and nursing station. It acts as a feeder school for Washington Center, potentially housing 50 students from preschool through grade three, in six classes. Currently, Washington Center at Hollis has its own separate administration and three classes. The support services offered include occupational therapy, physical therapy, speech, a nursing staff and an orderly.

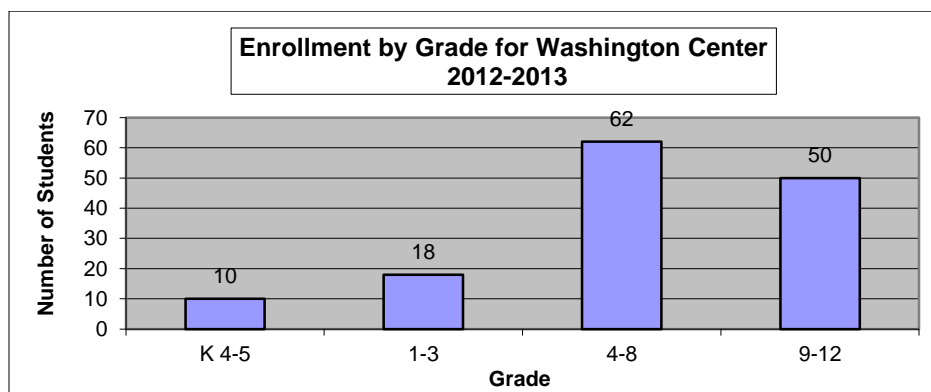
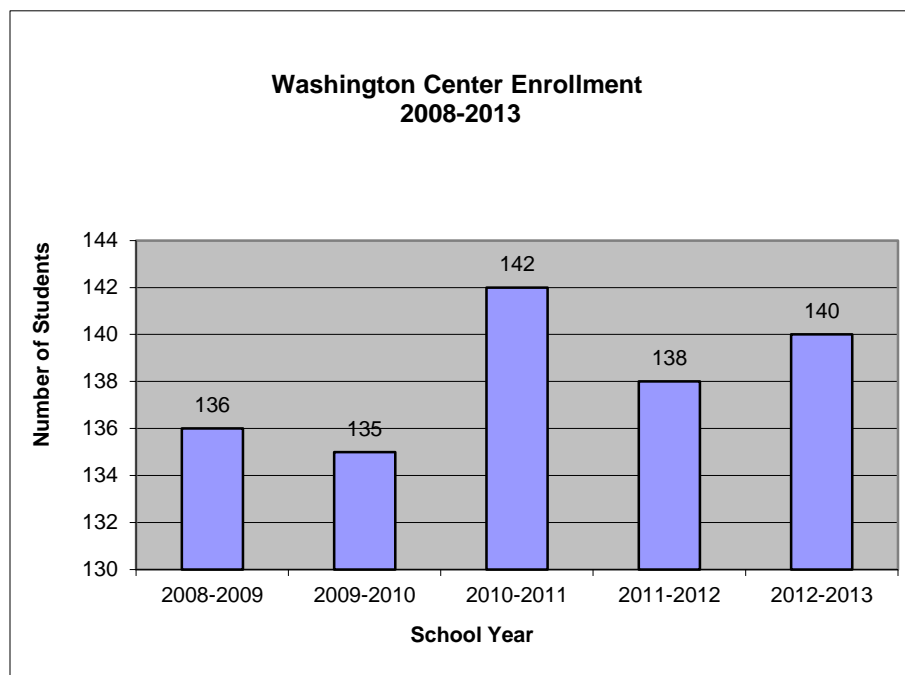
Washington Center History

In 1970, Greenville County Schools began serving intellectually disabled students. A local organization which offers a sheltered workshop for intellectually disabled adults occupied an area of our former campus in collaboration with the school district. At this same time, the school also operated one of the first special education classes in Greenville County. Subsequently, in 1971, a high school program for mildly intellectually disabled students and a class for moderately intellectually disabled students opened. During the 1972-73 school year, the school became known as Washington Center.

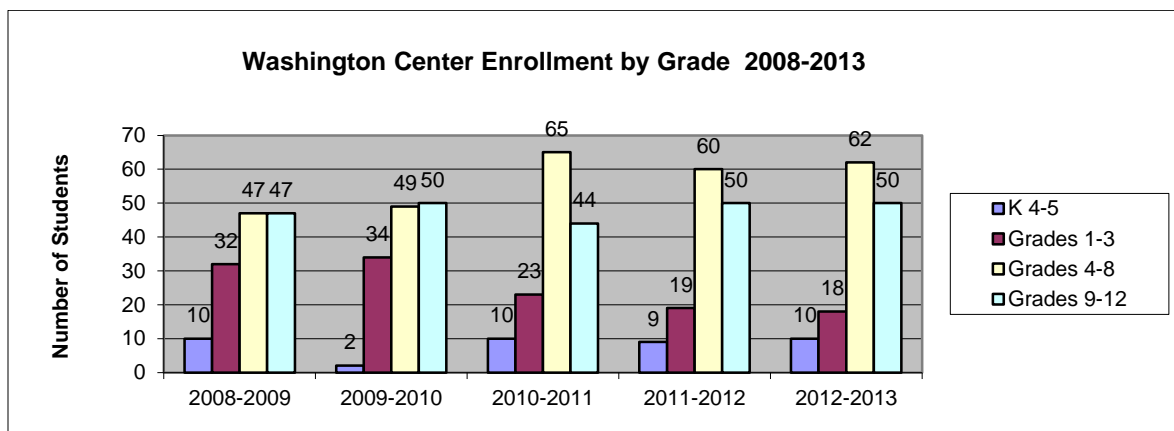
By 1976-77, there were seventeen classes for intellectually disabled students located at Washington Center. That number gradually grew to 26 during the 1979-80 school year. In 1981-82 classes for students with severe intellectual disabilities were added. In recent years, the population of students at Washington Center has been substantially reduced as the district has endeavored to serve more students with moderate intellectual disabilities in self-contained classes in regular schools. However, recent enrollment figures indicate a steady increase in the number of students who qualify for placement.

Washington Center Students

Between 1998 and 2001, the Washington Center population declined as a result of district efforts to implement Least Restrictive Environment; however, increases in enrollment have occurred in subsequent years. Currently, students served at Washington Center are those with the most significant cognitive and physical disabilities. The following graph depicts the enrollment trend for Washington Center over the past five years. The 2010-2011 school year evidenced the largest increase in student enrollment.

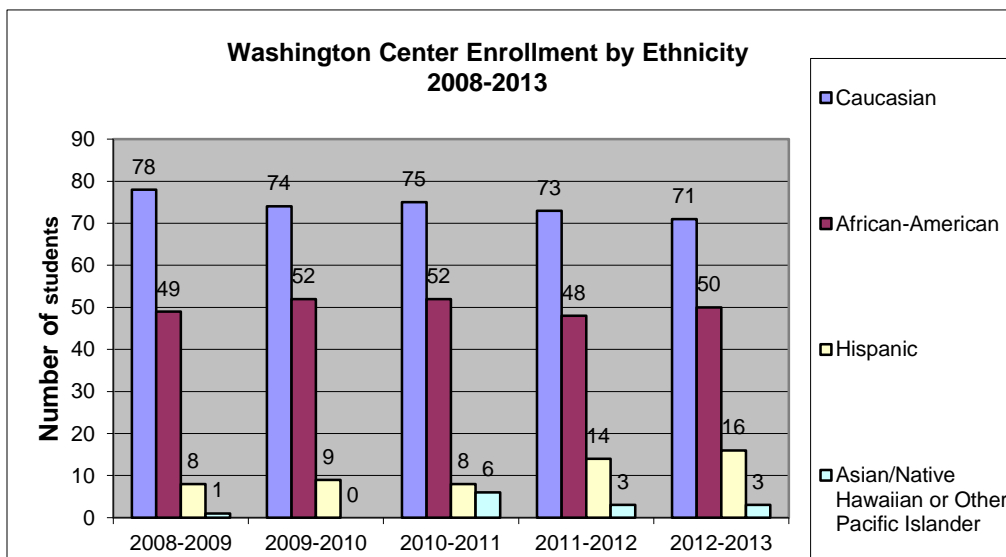
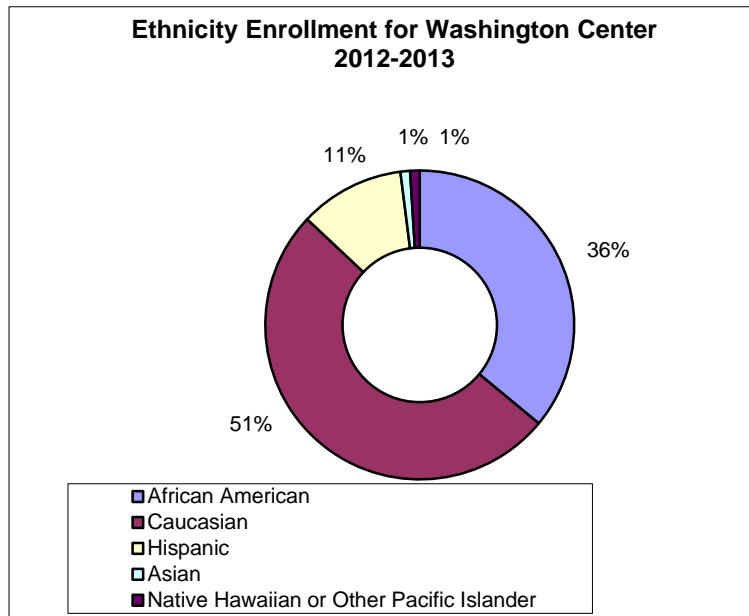


As grading is only for attendance purposes, students are grouped for instruction primarily by ability levels; however, age ranges are also considered. According to government regulations, students with disabilities are allowed to remain in public schools until age twenty-one. Due to this consideration, Washington Center’s enrollment traditionally shows more students in the upper end of grade categories. Past the tenth grade, students are classified as eleventh graders until age twenty-one; twelfth graders reach the year of “Certificate of Attendance” dismissal. The chart below depicts enrollment according to grade during the current, 2012 – 2013 school year.



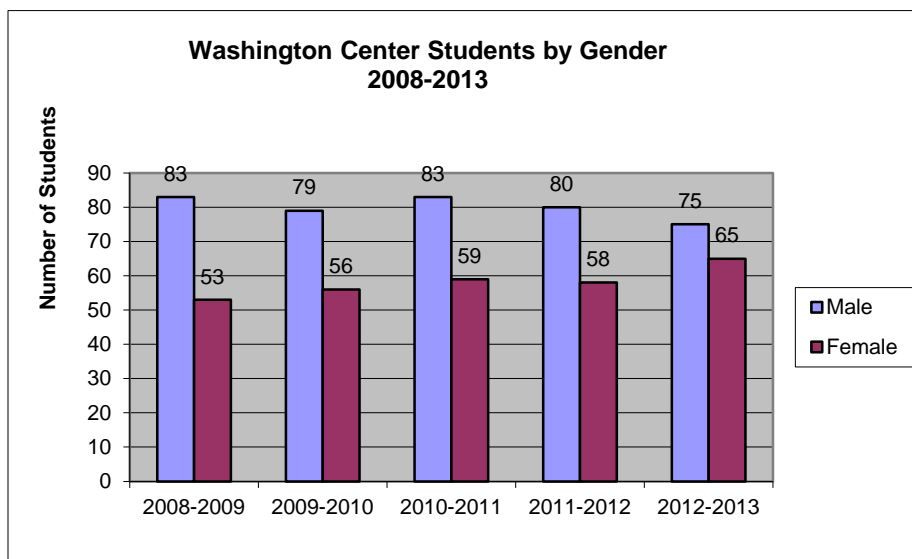
The graph above shows enrollment by grade at Washington Center for the past five years. As anticipated, the information indicates that enrollment for high school aged students has remained relatively high for the past five years. Grades K 4-5 and grades 4-8 evidenced a marked increase during the 2010-2011 school year. Numbers remain relatively stable for all grades for 2012-2013.

For the school year 2012-2013, Washington Center ethnicity is 51% Caucasian, 36% African American, 11% Hispanic, and 2% Asian/Native Hawaiian or Other Pacific Islander. This is reflected in the chart on the following page. Students’ families generally report one home language with the exception of the 16 students from Hispanic homes. Most Washington Center students are functionally non-verbal; they communicate using augmentative devices or systems.



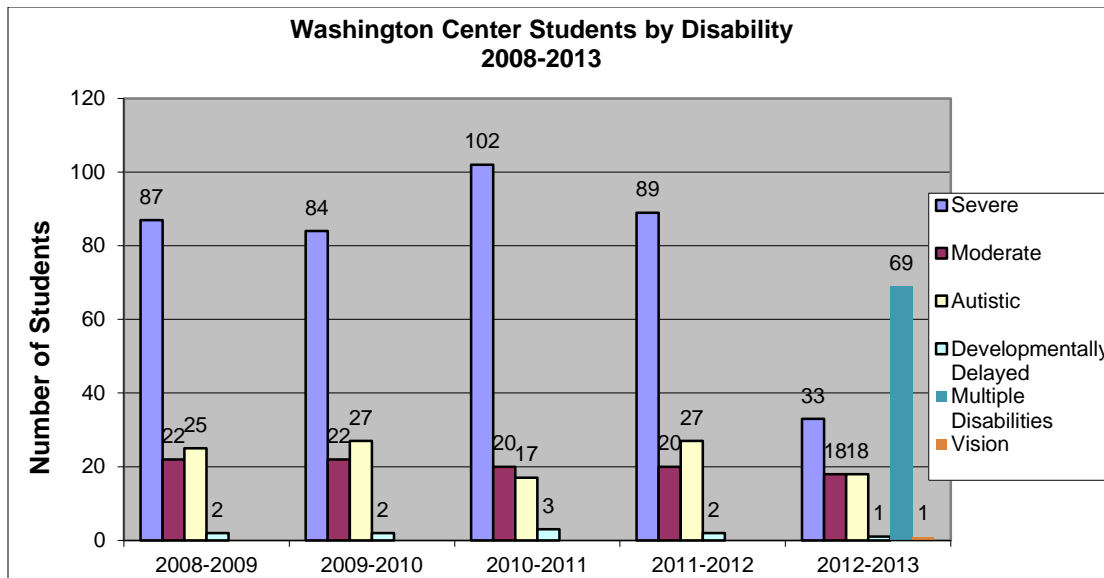
The ethnicity data on the graph above is generally reflective of overall district enrollment, with Caucasian students being in the majority. It is of interest to note that our Hispanic student enrollment has increased to 11% of our student population during the 2012 – 2013 school year, mirroring the significant influx of Hispanic families settling in the Greenville area in recent

years. This is a 14% increase over last year's Hispanic student population. In 2009, census figures indicate that 10% of the Greenville County population is Hispanic, paralleling the current enrollment of Hispanic Special Education students in the Greenville County School District.

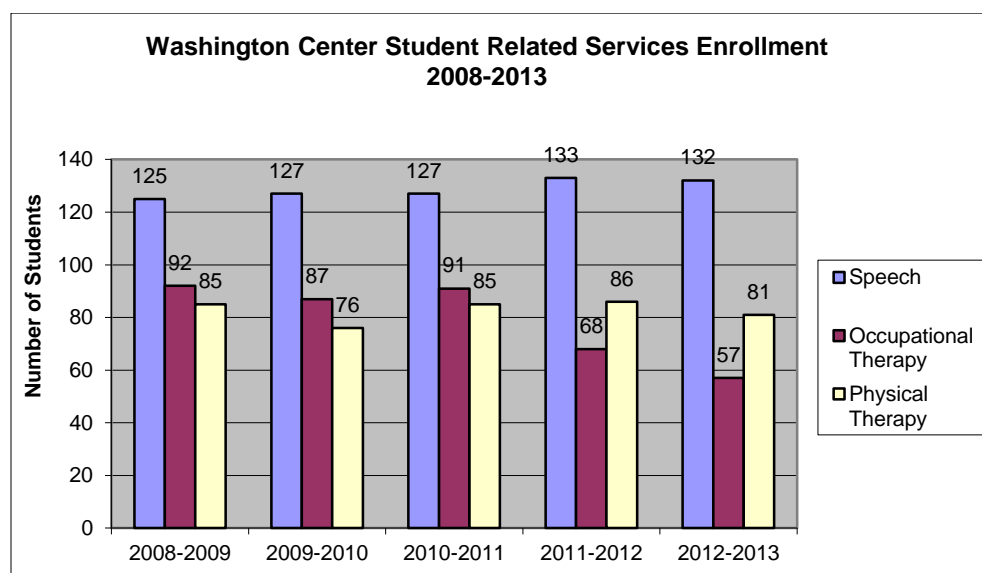


The preceding graph illustrates students by gender for the past five years. From 2008-2009 to 2012-2013, Washington Center has consistently served fewer females than males. This finding is consistent with research that indicates males outnumber females in both categories of intellectual and developmental disabilities (American Association on Intellectual and Developmental Disabilities 2008).

Disaggregation of student data by disability categories is shown on the graph on the following page. For the 2008-2012 school years, disability category numbers were taken from EFA Roster which only reflected the categories included on the corresponding graph. For the current 2012-13 school year, Multi-disabilities has been added as an EFA classification to correlate with the student's Excent placement history. Students previously categorized as severe or moderate may now be categorized as Multi disabled. In light of this re-classification of student disabilities to Multi, data from previous years cannot be compared.

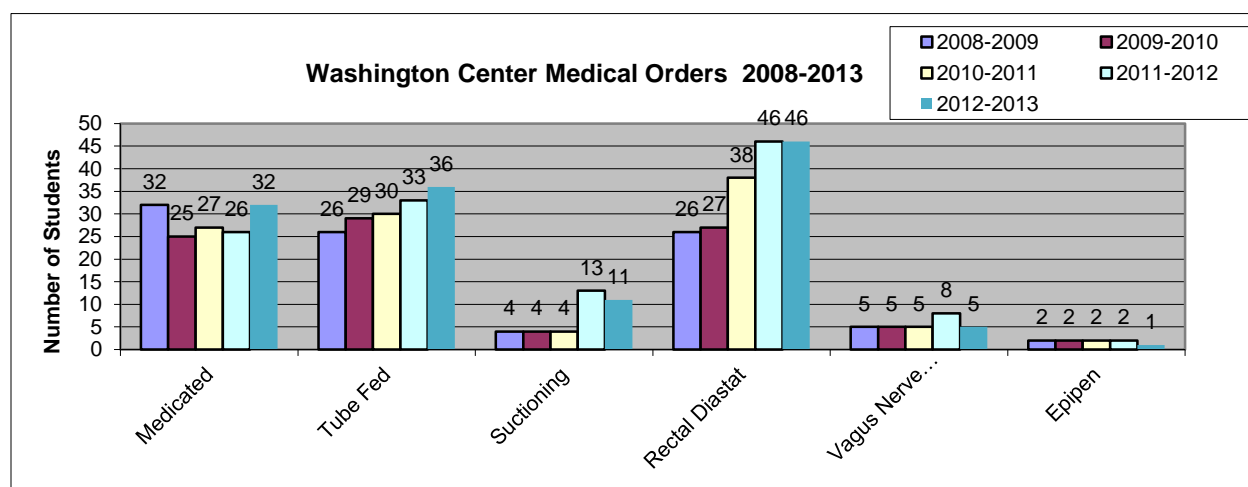
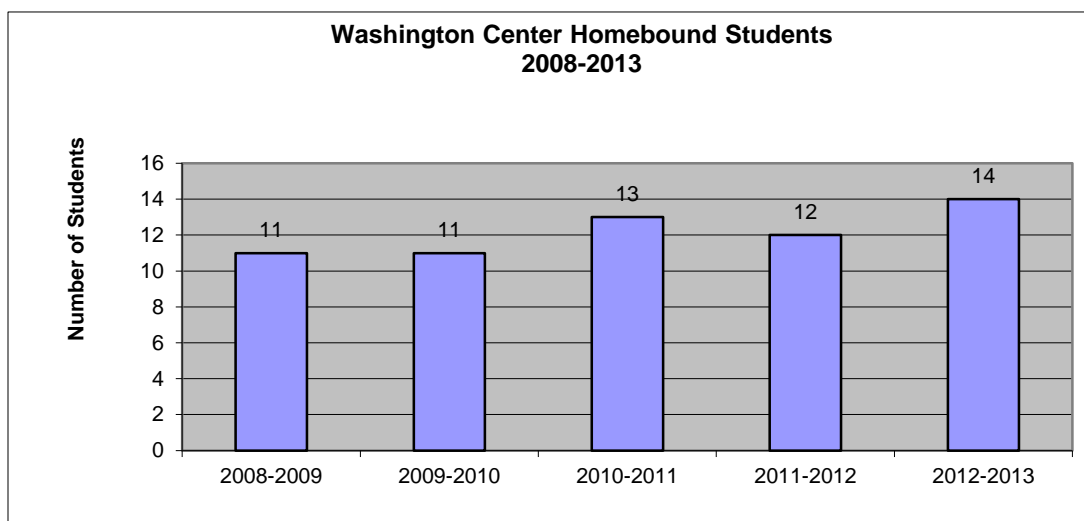


The following graph shows student enrollment disaggregated by related services required per student. It reflects the significant and continuing requirements of Washington Center students for Speech services, Occupational Therapy (OT), and Physical Therapy (PT). Numbers of students who qualify for Speech/Language Services and Physical Therapy have remained stable. Numbers qualifying for OT have decreased because many students who had been followed for several years are now able to function in their school environment without OT services.



The following graph illustrates the number of students receiving homebound instruction during the past five years. Homebound students are generally medically fragile, and in all instances a

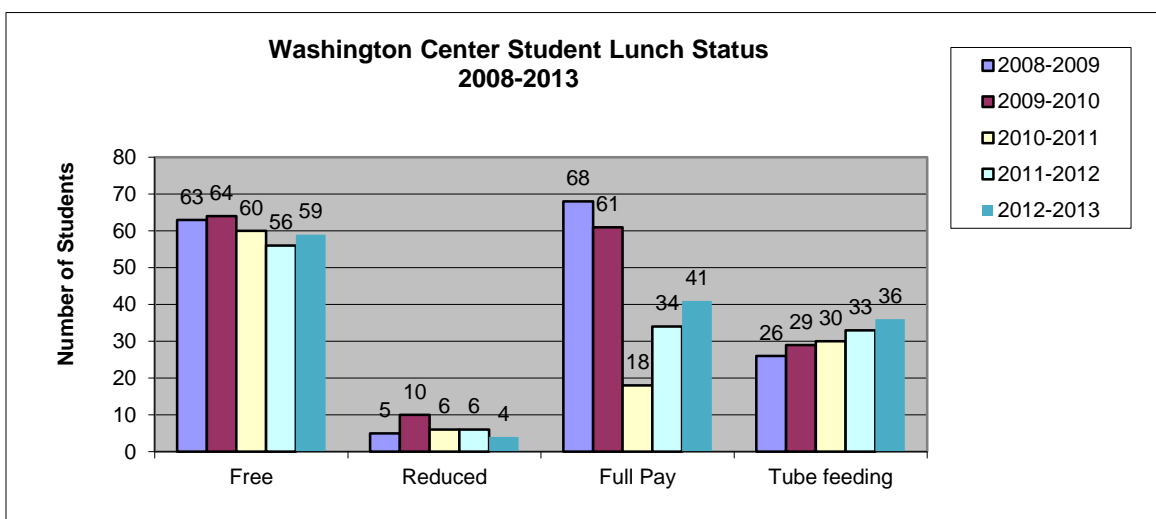
doctor's statement is required for initiation of services at home. From 2008 to the 2012-2013 academic year, the numbers have increased from 11 to 14.



Due to the extreme and complex health issues of Washington Center students, on-site nursing services are required. Currently, three registered nurses and five licensed practical nurses coordinate classroom medical procedures and provide multiple services at both school campuses. The graph above reflects the number of students requiring specific medical procedures, all of which require a physician's order. During the last five years, the number of students receiving medical services has remained consistent in most areas, with the exception of Rectal Diastat and suctioning. During the 2011-2012 school year, the number of students prescribed Diastat rose to 46, and the number of students requiring suctioning rose to 13. This

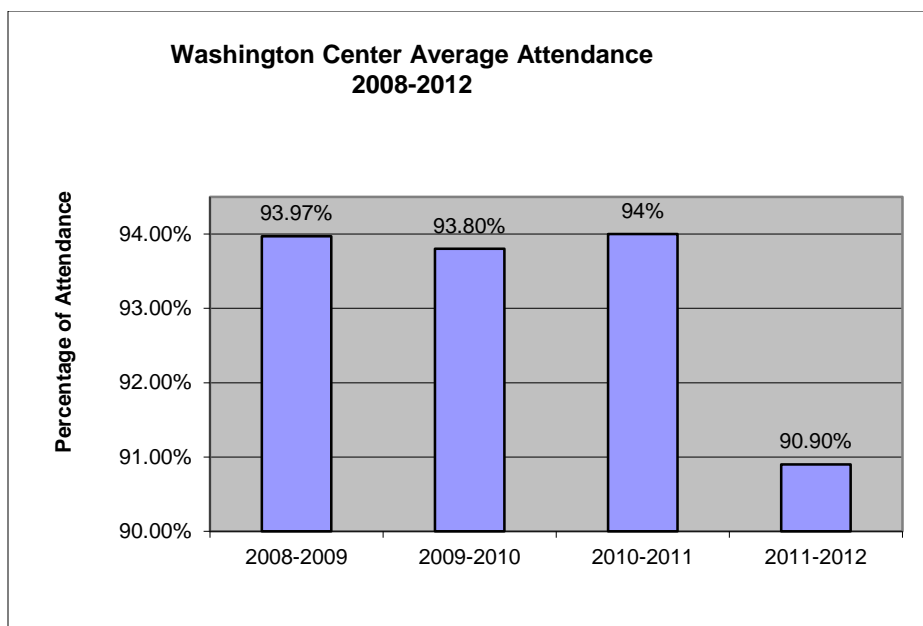
year one student has medical orders for Epipen usage due to extreme allergies. The staff receives training in many medical procedures as described in the Professional Development section.

The graph on the following page reflects current free, reduced, and full pay lunch status of students. Thirty-six tube feedings are conducted daily replacing cafeteria meals; therefore, the parents of these students do not apply for free and reduced meals. Of those who actually eat meals prepared in the cafeteria, 61% receive free or reduced lunches based on income.



Attendance and Mobility

The medical fragility of Washington Center's population impacts the attendance rate. Some students may have a high number of absences due to severe health issues. In 2008-2009, there were 136 students enrolled with an average attendance rate of 93.97%, as shown in the following graph. During the 2009-2010 school year, 135 students had a slightly lower attendance rate of 93.8%. During 2010-2011, an increased enrollment of 142 students also increased the attendance rate slightly to 94%. In 2011-2012, 138 students had a slightly lower attendance rate of 90.90%. Attendance over the last four school years has varied less than 3.25%.

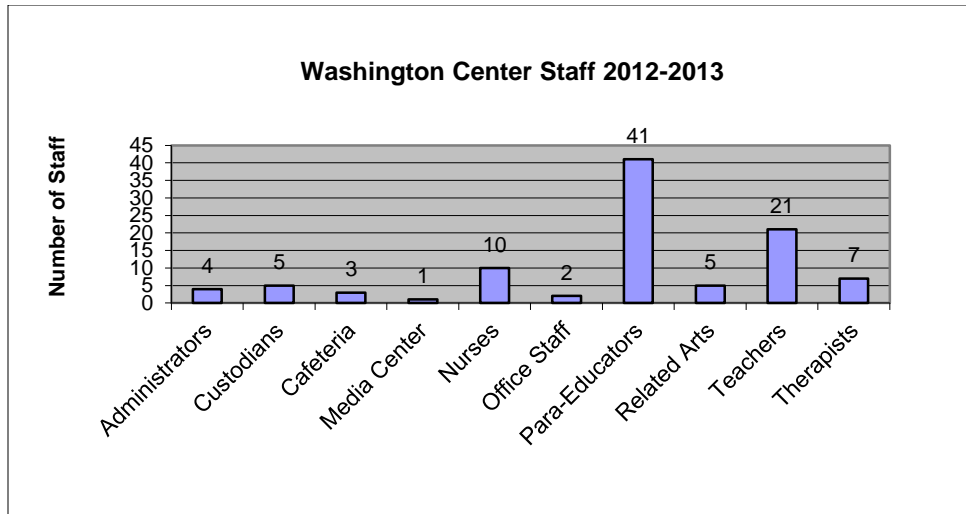


Washington Center Staff

Washington Center offers instruction in a nurturing environment. Because many of the students in this population require total assistance for self-help, motor and academic skills, a high staff to student ratio is necessary (currently at approximately three adults to seven students). Students are grouped in classes by ability, age and disability considerations. More than half of the faculty members have attained more than ten years of teaching experience (see table below). Our faculty experiences relatively little turn-over in comparison to schools throughout the district. In the current 2012-2013 school year, four new instructors were added and one new program facilitator. Washington Center evidences a wealth of educated and experienced certified staff, several having more than 30 years of experience. Many instructors have spent most of their career at Washington Center.

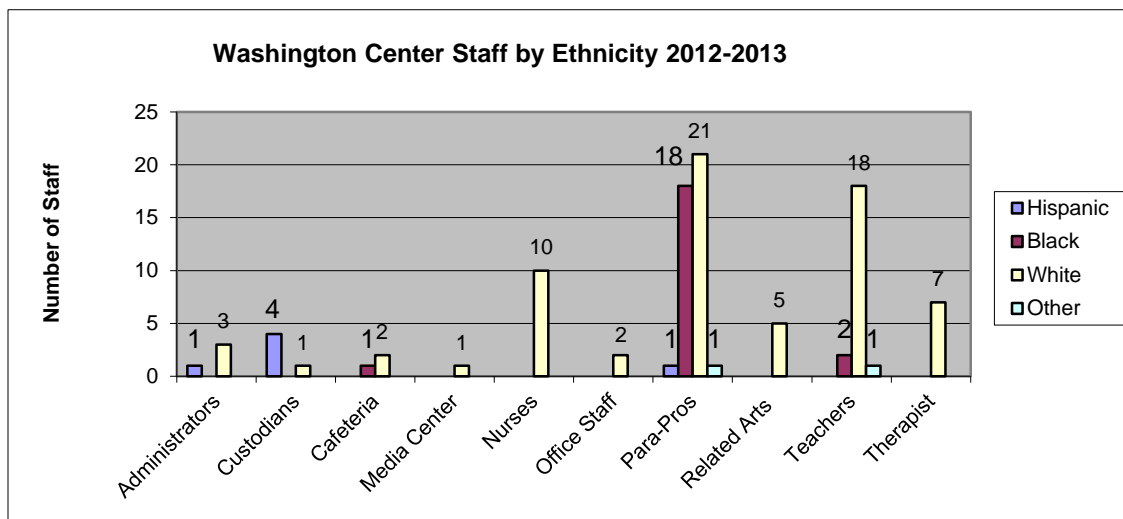


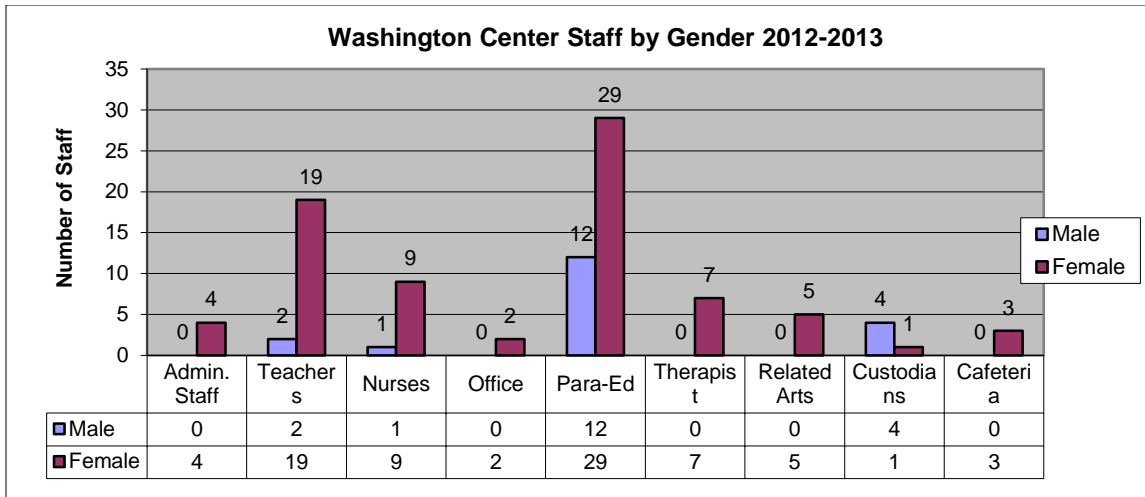
Two speech/ language pathologists, two occupational therapists, two physical therapists and a physical therapy assistant provide related services. Related Arts instructors include Music, Art and Adapted Physical Education instructors in addition to a Media Specialist. Work Adjustment and Daily Living teachers provide specialized instruction related to prevocational skills for Washington Center’s students and for moderately mentally disabled middle school students enrolled in regular schools. Adapted Environmental Life Science provides all students with “hands on” learning experiences in science. Itinerant services are provided by district vision and mobility/orientation teachers. Three registered nurses and five licensed practical nurses, which serve both campuses, are required for our medically fragile population. The nursing team supervises and administers tube feedings, suctioning, catheterizations, breathing treatments and seizure interventions. Two orderlies help with lifting non-ambulatory students and provide classroom assistance. Our cafeteria staff includes a manager and two dietitians who prepare meals that meet the specialized dietary needs of Washington Center Students.



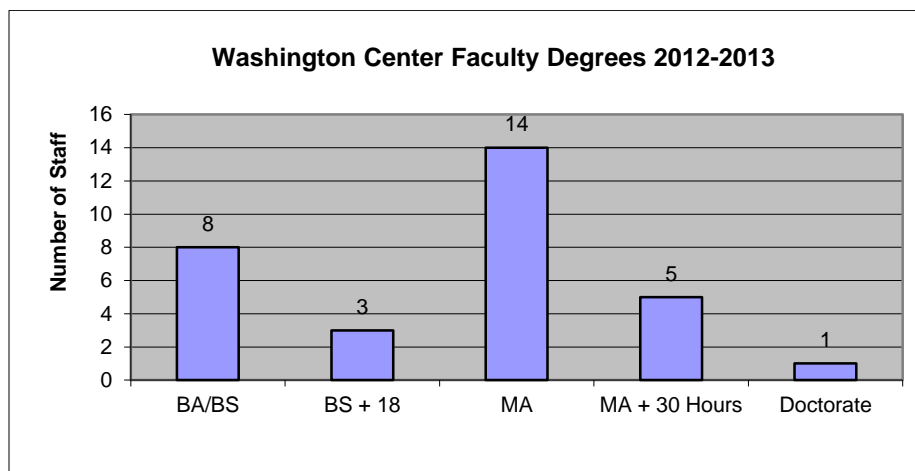
The above graph represents the number of diverse job titles at Washington Center. The majority of the staff is Para-educators and teachers. Other personnel in the school setting include: principal, program facilitator, administrative assistant, secretary, attendance clerk/receptionist, custodians, nursing staff, cafeteria staff, therapists and related arts teachers.

The graph on the following page represents the ethnic makeup of the Washington Center staff. The majority of the staff is Caucasian. There are a growing number of Hispanic staff members who provide support for our Hispanic families.





The graph above represents the gender break down of the Washington Center staff. The staff is primarily female; however, the past few years have seen the number of male staff members grow.

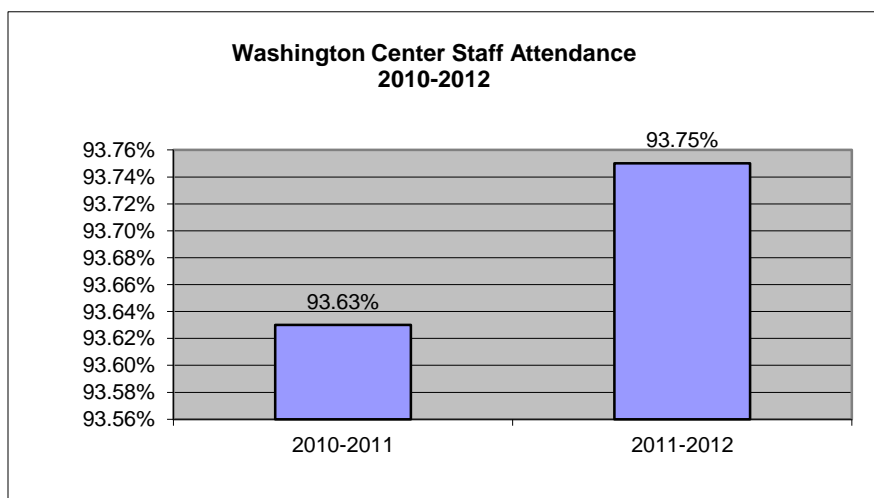


The chart above illustrates the current educational levels for our faculty, administration and certified staff.

Teachers are required to meet the State Department requirements for certification in Trainable Mentally Disabled. Staff members attend workshops related to special education issues and relevant curriculum such as: technology use, augmentative communication, sensory integration, behavior management, IEP development and Alternate Assessment training. Our principal has achieved her educational doctorate. A trained Emergency Team has been developed to assist in crisis situations. Recent extensive updates to school emergency/safety

plans are included in notebooks and electronic Safety Procedures Manuals are available to all staff. Many classroom Para-educators and one teacher holds CDL licenses with regular training updates.

Para-educators are meeting requirements as mandated by the federal “No Child Left Behind” law. They are required to complete at least 2 years of study at an institution of higher education and/or obtain an associate’s degree or higher, OR pass the Work Keys Test, which includes a classroom observation. Additionally, they must demonstrate, through a formal state or local academic assessment, (1) knowledge of and the ability to assist in instructing reading, writing, and mathematics or (2) knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness. Greenville County Schools requires that new Para-educators working with students with disabilities attend an all-day in-service training for additional job preparation.



In the preceding graph, Washington Center staff achieved 93.75% attendance during the 2011 – 2012 academic year. This high percentage was achieved through a school-wide commitment for consistent attendance. Special needs students require the special skills of those who teach and care for them. Students achieve best when those who are familiar with their individualized needs are present to assist them.

Washington Center Administration

Dr. Wanda Brownlee serves as principal of Washington Center. She began her career in Greenwood County as a special education teacher in 1988. While serving in this capacity, Dr. Brownlee became interested in working with at risk youth. For the next several years, she worked at the Department of Juvenile Justice with incarcerated females in grades 6 – 12 and in McCormick with middle school students. Next, Dr. Brownlee accepted a position in Laurens County as an assistant principal, where she served for 6 years. During this time, she gained valuable administrative experience while working at an elementary, middle and high school where she supervised the special education department. Dr. Brownlee came to Washington Center as principal in 2007 to fill the role from the retirement of the previous principal. Dr. Brownlee is an active community leader. She has served on the Board of Directors for the Laurens County YMCA. Recently, Dr. Brownlee was awarded the 2012 Administrator of the Year Award by the South Carolina Council for Exceptional Children. Under Dr. Brownlee's leadership, the faculty and staff continue to adopt best practices that enhance the educational program and quality of services for students with severe and multiple disabilities.

Linda Hill is the Program Facilitator for Washington Center. Her main duty is supervision of due process compliance. Ms. Hill has thirty years of professional experience in special education, with twenty two years as a classroom teacher and eight as a special education coordinator for Greenville County Schools. Ms. Hill was first introduced to the world of individuals with disabilities as a teenager, where she worked for eight summers at Camp Spearhead. She is also a longstanding supporter of Special Olympics. She was twice chosen as Teacher of the Year, has served in a leadership capacity on numerous committees, and is currently serving a three year appointment to the South Carolina IDEA Advisory Council. Ms. Hill remains a steadfast advocate for students with disabilities and their families.

Linda Thigpen moved from the classroom to fill the role of Administrative Assistant. She is a former Washington Center teacher with more than 30 years of district special education experience, teaching students with a variety of handicapping conditions. Mrs. Thigpen assists

the principal with multiple administrative duties, fulfills due process obligations, and provides instructional support to the school staff. She also serves as an ADEPT and PAS-T evaluator and mentor for Washington Center and district teachers. In her role as the Alternate Assessment District Test Coordinator, Mrs. Thigpen provides workshops and support to participating Greenville County teachers while coordinating the district's alternate assessment testing process. She is a member of the State Alternate Assessment Advisory Committee and participates on multiple committees for the State Department of Education. For the 2005 school year, Mrs. Thigpen received the Greenville County Administrative Assistant Award.

In August 2012, Washington Center welcomed its newest member of the administrative staff, Barbara Bingham. Mrs. Bingham is the Program Facilitator for Washington Center at Hollis. It was not until college that Mrs. Bingham was exposed to the world of Special Education when she began volunteering for Camp Spearhead and Special Olympics. As a result, she brings six years of hands-on teaching experience with students with intellectual disabilities. Mrs. Bingham also has six years administrative experience as a high school Administrative Assistant for the Special Education Department and as a Secondary Special Education Coordinator. Mrs. Bingham has been employed with Greenville County Schools since 2000, where she has conducted professional development trainings and participated in a variety of leadership committees.

The current administrative team brings a wealth of educational experience to the program. Each member has experience in a variety of areas and as a team is able to provide guidance and leadership to the Washington Center staff.

Washington Center PTA

Washington Center boasts an active PTA and advocacy for community involvement. The following PTA sponsored events took place during the 2011-2012 year:

On April 14, 2012, Washington Center held its sixth annual Walk & Roll. The walk always inspires community awareness and raises funds for the school. Community sponsors, with middle and high school supporters, including the Klaver Klub, and the Washington Center family all participated. The slogan for the walk is "Some kids need a hand . . . others need a push."

The PTA sponsored events planned for the 2012-2013 year are:

- Welcome Back Breakfast for Staff: August 15, 2012
- Ten teacher grants awarded
- Appreciation luncheons for staff
- Fundraiser lunch sales for staff: Third week of each month.
- PTA meetings: First Friday of each month.
- Family Night: November 8, 2012
- Honey Baked Ham fundraiser
- Annual Holiday campus decorating in December
- Walk and Roll on April 27, 2013
- Teacher Appreciation Week: May 6-10, 2013

Present Role of Our Parent Community

Washington Center recognizes that parental involvement is one of the greatest contributors to student success in school. We value our parents as the ultimate and expert resource for each student. Because we serve non-verbal students, we consider communication with families an essential part of our program. We sponsor several parent participation activities throughout the year. A communication plan with families is mandated for each classroom teacher.

Every month a classroom newsletter and calendar are sent to each home. Information about class units, activities and trips is included. Since our students cannot verbally communicate events with school and families, several classes utilize a BIG Mack voice output device to share information. Every teacher has a website that includes classroom schedule, syllabus, and

current school news. Teachers also maintain a notebook of daily written messages. Regular phone calls and e-mails provide another correspondence source for teachers and parents. The PTA also sponsors a quarterly newsletter for all of our families. This newsletter contains information regarding all aspects of the current school program and activities with a focus on parents as partners. Parent survey comments encourage the continuation of daily notes and website communications.

Parents are urged to play a vital role in the functioning of the school. Parents are encouraged to be involved in our program through participation in special events scheduled throughout the year. Along with Meet the Teacher, the PTA has sponsored Family Night Events, PTA informational meetings, and the Walk and Roll community-wide fund raiser. Monthly lunch sales to the staff contribute to PTA funds along with Honey Baked Ham coupon sales. Special seasonal activities such as Book Fair, Boo in the School, Challenge Day, Valentines Pageant, Special Olympics, Walk and Roll, Craft Day, and Awards/Graduation Ceremonies all include family invitations. Opportunities for participation are provided for working parents to make contributions by selling Honey Baked Hams, sending candy for Halloween, contributing items for Craft Day sales and furnishing desserts for Teacher Appreciation Week. Our parent involvement fundraisers provide money for class community experience field trips and classroom grant activities.

In providing a means for parent involvement in their child's education, we created a home literacy program, The BIG Mack Attack for Literacy, involving adapted readers and voice output devices. Parents received in-school training for this program. Staff anticipates a continued increase for subsequent years, as the home-literacy program remains popular with parents, students and teachers. Christ Church Service Learning volunteers serve as Peer Reading Buddies. Students are awarded certificates for reading ten or more books.

The majority of our parents do not become actively involved in the school due to the diversity and size of the geographic area served, work schedules and the demands of caring for a special

needs child. Parents who are able to volunteer help with classroom needs, create bulletin board displays, serve on the PTA Board and chaperone community trips. Lack of a large, volunteer parent pool, along with shrinking district budgets, increasing diversity in student disabilities and our growing enrollment makes finding partnerships an immediate need. It is also clear that we must develop new strategies for engaging the parent and community support for our students' success. In addition, beyond engaging our parent community, we need to explore partnerships and volunteer opportunities with local businesses, schools, universities and charitable organizations.

Partnerships

We rely on partnerships to continue the emphasis of our programs. Our program is so unique and our student needs are so diverse, that traditional instructional materials are inappropriate. District funding does not provide enough money to purchase the necessary materials and equipment. Funds and services provided by our valuable partnerships provide the means to create the learning experiences needed for our students. It is our belief that our students have much to give as well as learn from their community. Interactions with volunteers provide windows to the community. Students learn real world information while practicing skills in the community. Business partners and volunteers reflect that their experiences with Washington Center students have enriched and enhanced their lives. We always offer two-way partnerships.

Over the past four years, Washington Center funding through grants, partnerships and donations has averaged approximately \$38,818.20 yearly with a total nearing \$194,091. Our sixth annual PTA sponsored Walk & Roll has created funding sources for school projects and programs. Approximately 250 participants helped to raise these funds. Our partnerships have brought more resources to student learning and the school through volunteers and services. For example, the Greenville Women Giving of \$26,000 made possible the much needed purchase of Promethean Boards, which provide cutting edge technology for our classrooms.

Our volunteer pool continues to make a valuable contribution to Washington Center. Volunteers come from business and civic organization partnerships, parents and family members, and community volunteers. Volunteer hours increased with a total of 9,832 hours during the 2010 – 11 school year. It is a concern during the 2011-2012 school year for the hours to drop to 5,529 hours. Therefore, it is a school-wide goal to increase the number of volunteer hours for the 2012-2013 year.

Communication has expanded. Faculty, therapists, and administration create and maintain personal pages for Washington Center's website. Each week a selected teacher also contributes photos and articles to the local media and front page of the school web page highlighting special achievements and activities. The school website also provides links to recent photos, handbooks, and weekly menus. The PTA quarterly newsletter, The Seagull Express, continues to provide pertinent school information. Teachers communicate with parents using email. The principal routinely emails updates and information to the staff. Classroom phones provide parent/teacher access. A Headliner Program for routine media contacts continues to be maintained. With the assistance of the staff, the Administrative Assistant weekly sends school news to media contacts. Weekly articles are published in City People and local papers; also, The Greenville Greer News, The Greenville Journal, The Spartanburg Herald, The Taylors Greer School News, The Journal, The Travelers Rest Monitor, The Tribune Times, and Upstate Parent carry news of special school activities. The Greenville Magazine and News 4 have spotlighted our programs in the past. In 2011, News Channel 4 awarded Ted Mickens the WYFF Golden Apple Award. With the teamwork of our business partners and community support, our program can continue and expand. We plan to stay focused on continuing the community resource activities that have been such a big "win" for the students and our vision.

Our Business Partnerships are described below:

- Bi-Lo Charities: Funding for playground, Multi-sensory room, instructional technology (Promethean Boards)
- Five local Knights of Columbus councils: donations for instructional materials
- Operation Hope: money for physical therapy equipment (M.O.V.E.).
- Carolina First Bank and Chic-Fil-A: Special Olympic T-Shirts
- TPM and Company: Donated art supplies and scrap materials
- RBC Insurance: Gingerbread house
- Chic-Fil-A: Breakfast sandwiches for staff
- Klaver Klub: Sponsor Donation Walk & Roll, Christmas gifts for students, assistance during Family Night and Walk & Roll, PTA memberships
- Krispy Kreme: Doughnuts for staff
- Christ Church School: Reading Buddies, volunteer at various school activities, and donate art supplies for Craft Day
- Furman Service Corps: Christmas gifts
- Walmart: Grant for Playground Equipment
- 82 Walk & Roll individual and cooperate donors

Student Support Services

Students at Washington Center receive a high level of support from an outstanding staff. The administration, nursing services and classroom teachers work closely with Greenville County agencies to facilitate the provision of services for disabled students and their families. Washington Center personnel work collaboratively with numerous agencies including: Department of Disabilities and Special Needs (DDSN), Department of Social Services (DSS), Family Connections, Pre-School Program, Center for Developmental Services, Shriners, Children's Program at Greenville Hospital, DEHEC, Commission for the Blind, Vocational Rehabilitation and Office of the Governor. Recognizing that all Washington Center students need support beyond that available in the classroom, our school has worked with the district to provide a variety of special services.

Occupational Therapy (OT) services are provided by two registered occupational therapists (OTR), one at Washington Center and the other at Washington Center @ Hollis. Students benefit from specialized instruction in self-help, fine motor, and sensory processing skills, or for provision/fabrication of adaptations or orthotics. With a strong emphasis on improving sensory motor abilities, OT is a primary treatment utilized for the support of autistic students within the educational environment. OT may be provided on an individual basis to monitor progress and introduce new skills, concepts, or sensory experiences which may be integrated into classroom activities. OT may also be provided on a consultative basis for those students whose needs are predominantly met within the classroom curriculum.

The Physical Therapy department consists of one physical therapist and one physical therapist assistant at Washington Center and one physical therapist at Washington Center @ Hollis. They provide instruction for students with gross motor deficits as identified by the IEP team. Therapists provide instruction using a direct service model, assisting students during classroom and Physical Education sessions. Indirect services are also provided which allow therapists to consult with the teachers and Para-educators to address positioning, mobility and equipment needs for students to participate in the educational environment. Approximately 27 students currently participate in the M.O.V.E. (Mobility Opportunities via Education) curriculum in which therapists and classroom staff facilitates movement using specialized equipment and positioning techniques. Therapists also work closely with families/caregivers and other medical professionals to provide equipment including wheelchairs and orthotics.

Speech/Language Therapy is offered for qualifying students with limited communication abilities, according to IEP recommendations. Two speech pathologists are shared between the two Washington Center locations to provide direct or consultative instruction. In small group and individual sessions, pathologists supplement classroom teacher work in augmentative and verbal communication to develop and enhance language skills. Pathologists also provide integrative sessions in the classroom with teacher support. Objectives in therapy include, but

are not limited to: improved oral-motor skills, exposure to pre-language activities, emergent literacy opportunities, receptive and expressive language development, and interactive activities using augmentative communication devices (switches, adapted computers, environmental control units). Technology support supplements teacher instruction and coordinates parent involvement programs, such as the “BIGmack Attack.” Our Speech program serves as the prototype for augmentative communication services nation-wide. Presentations at “Closing the Gap” conference and publications showcase our communication instructional strategies. In 2005, Washington Center’s Speech program won the prestigious South Carolina Public School Speech Award from the South Carolina Speech, Learning, and Hearing Association.

The Daily Living program was included in a school wide re-structuring of classrooms implemented by the administration, which began in the 2011 – 2012 school year. All of the students at Washington Center now participate in this program. As a class, the students attend Daily Living for one forty-five minute period per week. Classroom para-educators attend with the class to provide support for the Daily Living teacher and the students. The program is designed to allow students the opportunity to actively engage in Daily Living tasks. These tasks center around the following core areas: cooking, cleaning, laundry and hygiene. Daily Living and classroom teachers both work together to provide extension and enrichment of classroom activities.

The Adaptive Environmental Science (A.E.S.) Program, formerly referred to as the Work Adjustment/Horti-therapy program, is now provided for all Washington Center students, as part of the re-structuring process implemented by the Administration beginning in the 2011 – 2012 school year. Classroom Para-educators attend with the class to provide support for the A.E.S. teacher and the students. Re-cycling and sorting tasks are examples of the types of activities used to engage students in developing pre-vocational skills useful in transition and post-school sheltered workshops. The greenhouse serves as a soothing setting where students participate in activities related to planting and gardening such as potting, weeding and watering

plants. Students also are given the opportunity to enhance their social skills as they assist the Work Adjustment teacher with plant sales to the public. During the 2012-2013 school year many new friends have been added to the A.E.S. program, a cockatiel named Carlos, a turtle named Shelly, parrots, and a guinea pig, which allow for hands on instruction in animal care.

The Multi-Sensory Areas at both Washington Center and Washington Center at Hollis are areas especially designed and maintained by the OT staff to provide both relaxing and stimulating sensory experiences for our students to absorb, explore, and control. The experiences available in the multi-sensory environment include visual, auditory, tactile, and movement experiences which are carefully tailored to the needs of individual students. The multi-sensory rooms include a ball pit, platform swing, tactile walls, a dark room, a variety of switch activated toys designed to teach the students cause and effect, calming LED lighted bubble tubes and fiber optic mats, light effect wheels, light boxes, a cascading light up waterfall, and massage chair.

The Weight Room at the Washington Center has been designed to actively involve students in learning through motor skills. A variety of equipment is available for use by the students throughout the day in order to accommodate the diverse levels of each student. There is a treadmill, elliptical machine, weight machine, several stationary bikes, free weights, a weighted hula hoop, mats for stretching. The Physical and Occupational Therapists also use the weight room to implement their programs.

The Instructional Kitchens are visited by all students at the Washington Center at least once per week. Older students are part of a Daily Living curriculum involving preparing and selling meals to the staff (Seagull Grill). The students use adapted equipment, voice output devices and symbols to read and prepare recipes. The kitchens are equipped with several small appliances (blenders, mixers, food processor, toaster, dishes, utensils and pots/pans). There are ovens, dishwashers and refrigerators in the kitchens. All classes have access to the kitchens and several classes use them on a regular basis for instruction in cooking activities. Teachers

have also used the kitchen for instruction and practice for some of Daily Living goals (dishwashing, wiping counters, storing items in cabinets).

The Specialty Handicapped Accessible Playgrounds at Washington Center and Washington Center at Hollis have been designed with state of the art equipment with our special needs students in mind. In order to encourage the students to build on their basic motor skills, the playground is equipped with wheelchair swings, a slide, see saws, sand boxes, adapted swings, and a climbing structure. These allow the children to work on physical therapy and motor skill goals while at the same time providing a space for the children to enjoy leisure activities in a fun and safe way.

Supporting Positive Behavior Training was the emphasis to all staff during the 2011 – 2012 school year to all Washington Center. Staff, including teachers, para-educators, bus drivers, and nursing staff, participated in the Positive Behavior Training, which took place the third Wednesday afternoon of each month. Instructor Sheri Farrington instructed and encouraged participants to examine best practices and develop and implement behavior supports. In addition, an all-day professional development was provided on October 13, 2011 entitled, Proactive and Positive Behavioral Strategies for Low Functioning Students. This Training provided proactive strategies that could be implemented consistently, by all staff to encourage positive behavior in all students at Washington Center. Several staff members attended a Greenville County District provided, 4 day professional development workshop during the summer of 2012 entitled, “Non-aversive Behavioral Support and Basic Principles of Positive Programming.” Attendees received valuable research-based information regarding effective non-punitive behavioral techniques, instructional techniques, and behavior recording strategies, designed to provoke radical changes in behavior. In October 2012 Special Education Services and Washington Center administrators provided faculty and staff with a 2-day training through the TEACCH Autism Program. Those in attendance received structured teaching tips for enhancing the communication, leisure and social engagement skills of students with moderate to severe disabilities.

MISSION, VISION, AND BELIEFS

The Washington Center staff has traditionally shared a vision that sets us apart from other district schools. Our student families and community partners support the staff's commitment to provide the Washington Center students a quality, functional educational experience. We are proud of our school's uniqueness and our staff's mission to create a nurturing, instructional environment for our very special students. The staff serving these students is qualified and strives to meet the student's individual needs: emotional, social, physical and instructional.

Values and Beliefs

Though our students have severe handicaps, they can learn and we expect them to achieve. Our motto is "Those you think cannot...Can!" Our values and beliefs reflect our belief in that our students can achieve. Although SC-Alt test scores serve as a measure of student achievement, we also look for gains in all areas and in small increments. Recently, the staff was given opportunities to have input as to their perceptions of our school's purpose in the form of student learner standards:

We believe the student will...

- Participate in communication of basic wants and needs.
- Participate in modified academic instruction.
- Perform the basic activities of daily living.
- Demonstrate socially acceptable behaviors.
- Demonstrate skills needed to participate in family and community activities.
- Utilize functional technology to access instruction in academic standards.

Purpose

Washington Center was established to serve students with severe mental and physical disabilities. All of our students have special needs resulting in a unique, non-traditional school. The purpose of Washington Center is to provide students the education and training that will enable them to live as functionally as possible and to enjoy learning and living. Addressing this goal is a great responsibility. The task is sometimes challenging, but the rewards gleaned in appreciating student growth and independence are tremendous.

Mission

The mission of Washington Center is to provide opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs. We also provide instructional opportunities for students to be exposed to learning through state educational standards. Our Focus is to provide opportunities for students to explore and develop independent functioning by addressing students' individual needs. Through home, school and community involvement, we create an educational environment to maximize student success. With the target of enriching student's lives, both functionally and academically, we realistically reach for revealing student potential for quality of life while supporting their fundamental needs. We do not see the disabilities, but rather focus on the abilities.

Shared Vision

Our staff agrees that our mutually derived educational goals are inspired by our educational drive toward achieving our vision. Our mission and purpose inspired our educational beliefs. Our staff was given a questionnaire for input as to their educational beliefs and reviewed annually. As a result, the following are the functional curriculum,

assessment, personnel and environmental visions that will support effective learning for Washington Center students:

Functional Curriculum

- Individualize instruction for every student according to their individual needs as reflected in the Individualized Educational Plans (IEP's).
- Provide a variety of experiences for every student, including Community Based Instruction and multi-sensory environments.
- Teach functional and daily living skills so our students will be as independent as possible.
- Provide our students with age appropriate real life experiences to insure dignity and exposure to opportunities.
- Teach leisure time skills and appropriate social behaviors necessary for disabled persons to be accepted in public situations.
- Present academic instruction in modified educational standards.
- Provide access to instruction and information through technology.

Quality Personnel

- Train staff in technology use for operation of student instructional materials.
- Development of Staff behavioral intervention skills for professional management of student behaviors including yearly CPI training for all staff and monthly APT training..
- Continue the faculty sharing sessions and monthly meetings for staff throughout the year to promote expanded instruction and strategies to address student needs.
- Promote augmentative communication training for instructors to encourage and enhance student communication skills.
- Provide guidance and resources in creating appropriate task analyzed objectives to meet district and state criteria in developing appropriate IEP's.

- Continue support in the form of training and resources for instructional strategies in educational state standards and pending conversion to Core Curriculum Standards.
- Offer staff training for TEACCH Autism Program (from University of North Carolina) which enhances the quality of life for individuals with Autism.
- Study different curriculum options by the Curriculum committee traveling to other self-contained Special Education schools in the Southeast.

Assessment

- Develop informational assessment methods linked to IEP objectives and student functional levels.
- Analyze SC-Alt score results to determine the effectiveness and enhancement of standards-based instruction.
- Use FBA results as directives in planning appropriate and effective intervention strategies.

Environment

- Encourage parent involvement in each student's education as necessary for success.
- Integrate Community Based Instruction with school curriculum to promote the student's ability to function in public situations.
- Provide sensory stimulating curriculum to motivate and encourage student participation.
- Plan collaboration with related service providers and classroom teachers to develop effective instruction and goals.

- Offer a safe, instructionally time efficient environment with constant supervision.
- Maintain a positive atmosphere evidencing teamwork school-wide.
- Increase community involvement through volunteerism with our students and school program.

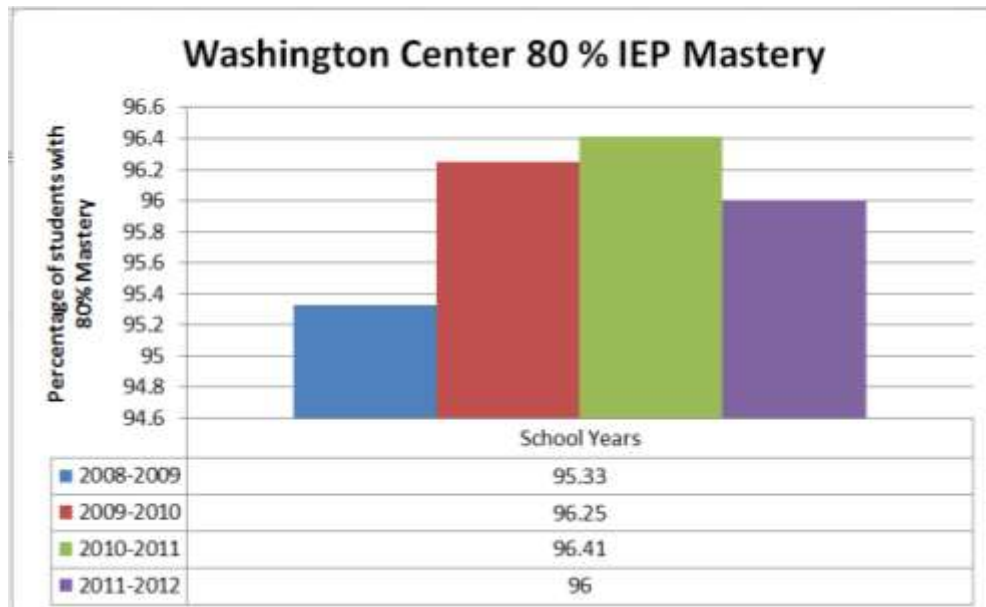
DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT RESULTS: INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

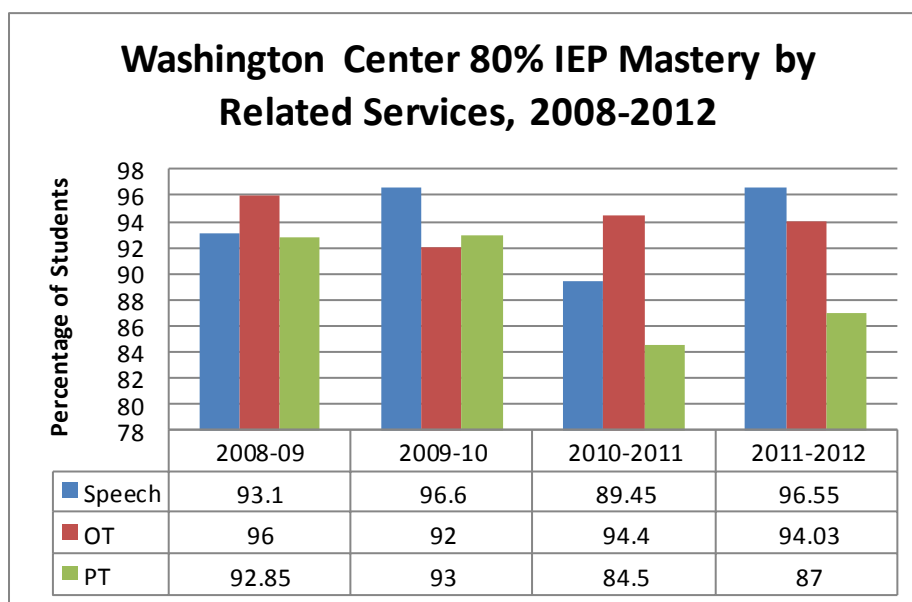
Measuring academic achievement for students with severe mental disabilities is a challenging task. Each student has an Individualized Educational Plan (IEP); quarterly reviews are designed to measure improvement. Progress is viewed in small increments and/ or by maintenance of progress levels. Along with academics, student achievement includes communication, self-help, motor and adjustment skills. Our students receive instruction from a multi-disciplinary team. Those who qualify receive services from Speech, Occupational and Physical therapists.

Standardized academic assessments do not provide reliable measures of progress as our students' multi-handicapping conditions impede traditional testing conditions. The ELDA assessment is used in a modified version for our Hispanic population.

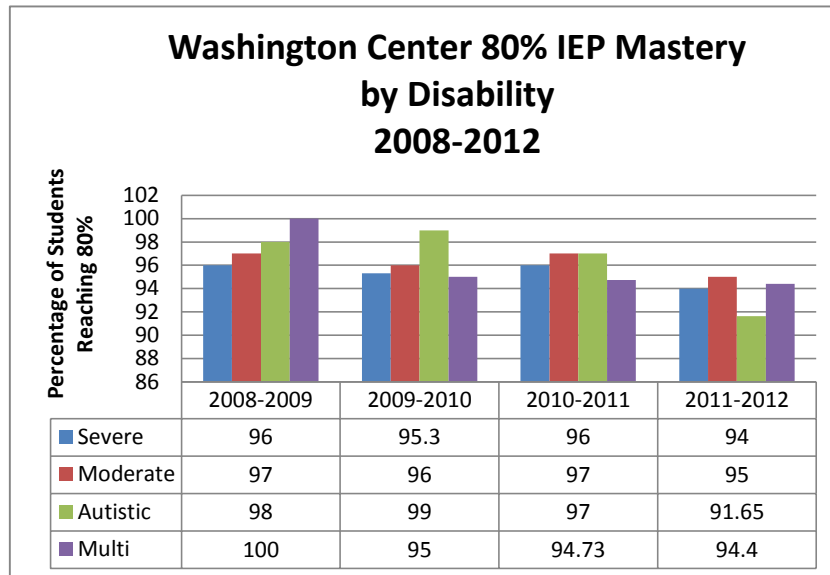
Traditionally, our school relies on the results of each student's yearly IEP as the standard to measure progress. Each IEP is an encompassing measure including individual needs in communication, motor, adjustment, self-help and pre-vocational skills in a task analyzed form. Skills are increased in complexity and independence as warranted by mastery. Input for developing goals and their objectives involve the multidisciplinary team of parents, teachers, therapists and related service providers. Instructional team members update the IEP objectives quarterly; these scores provide progress report data.



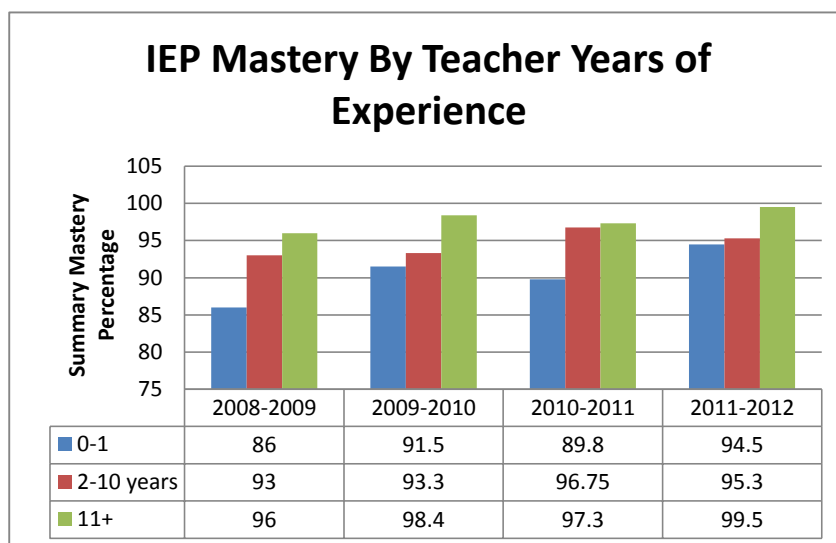
The data reflect an increase in mastery of objectives from 95.33% during the 2008-09 school year to 96.25% the following year, 2009-10. During the 2010-2011 school year, mastery improved to 96.41%. There was a slight decrease during the 2011-2012 school year to 96%. Over this data collection period, instructors realized the importance of developing attainable and appropriate goals in small increments. Writing goals in small task analyzed steps has proven successful in improving progress scores. As reflected in the previous graph, yearly results reflect an upward trend in mastery scores with the emphasis placed on using task-analyzed small increments and realistic IEP objective expectations.



During previous School Strategic Plan analyses, data proved that related service mastery results, especially those providing isolated instruction, frequently lowered student mastery results. Further investigation of the data indicated that the related service objectives written and instructed in isolation, without instructional team input, received the poorer achievement results. Our goal of mutual collaboration of IEP goal development and instruction was continued during the 2008-2012 school years. As a result, all related services reflected gains in IEP goal mastery, ranging from 92.85% to 96% during the 2008-09 school year. The following year, 2009-10, related services ranged from 92% to 96.6%. In 2009-2010, OT had a decrease from 96% to 92%, while Speech and PT had increases as illustrated in the graph above. During the 2010-2011 school year, Speech and PT had decreases but OT increased from 92% mastery to 94.4% mastery. PT and Speech showed an increase during the 2011-2012 school year from 84.5% to 87% and 89.45% to 96.55% respectively. OT decreased from 94.4% to 94.03% in the 2011-2012 school year.



With the awareness of continued improvement in IEP mastery, current data reflect the Strategic Planning Goal emphasis and staff development efforts. Training and materials have concentrated on Autistic and Behavioral issues. Results in the 2008-12 IEP mastery levels reflect a slight decrease in all disability areas. Multi-disabilities fell from 100 percent in the 2008-09 school year to 94.4 percent in the 2011-2012 school year. Severe fell from 96 percent in 2008-09 school year to 94 percent in 2011-12 school year. Moderate fell from 97 percent in 2008-09 school year to 95 percent in 2011-12 school year. Autism fell from 98 percent in the 2008-09 school year to 91.65 percent 2011-2012 school year.



As demonstrated on the chart above, teachers in their first and second years of service were unable to reach student IEP mastery levels comparable with their more experienced colleagues. Based on this concern, new teachers received concentrated support in instructional strategies to improve IEP objectives. In a comparative update, novice teachers demonstrated improved scores in student IEP mastery achievement from 86% in 2008-09 to 94.5% in 2011-2012. During the targeted school years, all teacher experience categories showed overall improvement from 2008-2009, with the exception of 2-10 year experience teachers in 2011-2012 decreasing from 96.75% to 95.3%.

STUDENT ACHIEVEMENT RESULTS: SOUTH CAROLINA ALTERNATE ASSESSMENT (SC-ALT)

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA 97) created the mandate to include all children, including the children with significant disabilities, in the state testing and accountability systems. The South Carolina Accountability Act of 1998 provides for the establishment of a performance-based accountability system that includes all students. The South Carolina Curriculum

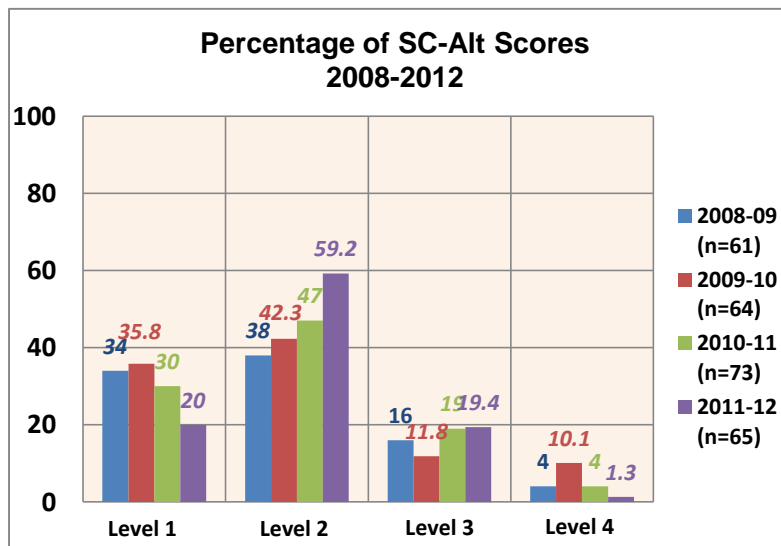
standards provide the basis for alignment across the state education system for district and school curricula, classroom instruction, units of study, and learning experiences.

Washington Center teachers and administrators were active in the creation of the assessment. We have on campus the District SC-Alternate Test Coordinator, as well as other teachers who are involved in a variety of state-based meetings.

The South Carolina Alternate Assessment (SC-Alt), mirrors the regular education PASS in a once-yearly test. The SC-Alt is designed for students experiencing significant cognitive deficits for which traditional testing is not appropriate. The format includes tasks of 4-5 items of standards-based interactive activities. The items reflect communication and instructional strategies used by the tested special needs population. State-wide administrators and teachers, including Washington Center representatives; have been instrumental in developing the test items. An entry point and ceiling score have been included to avert student frustration for inappropriate test items. Scores are reflected in the current Washington Center Strategic Plan updates and Reflections on Alternate Assessments.

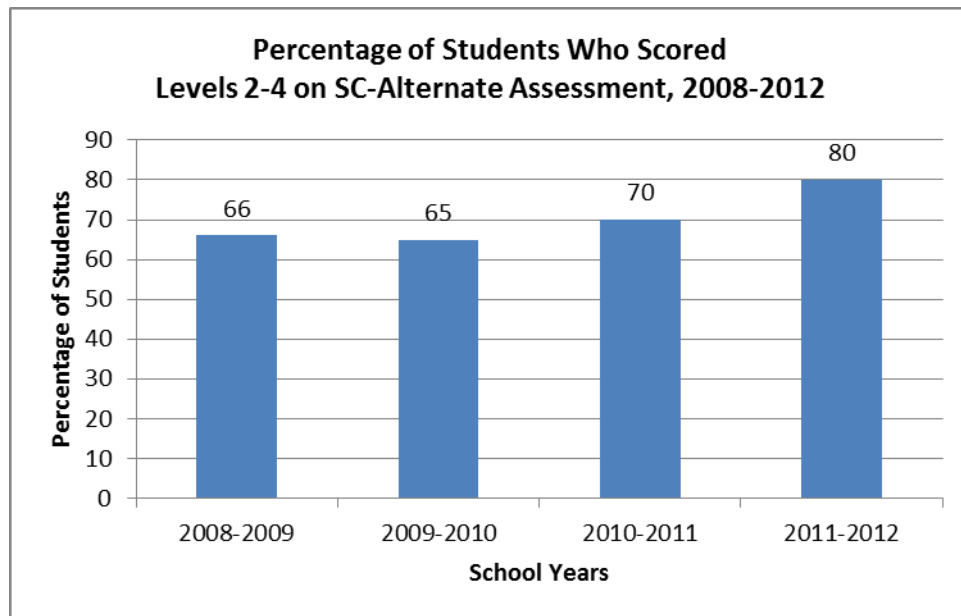
Beginning in 2012, state test scores are evaluated according to the New Elementary and Secondary Education Act (ESEA). Schools are assigned a letter grade, A – F, based on set Annual Measurable Objectives (AMO) performance standard scores. For Washington Center, SC-Alt scores (Elementary and Middle School levels) were weighted using the same criteria as the PASS for Elementary and Middle schools. Using these weighted Index scores, Washington Center received an overall weighted point total of 79.4, converting to a letter C grade. Of note, 70 - 79.9 points designated C grade window

recognizing that our school almost scored within the B range. Therefore, Washington Center fell within the category: “Performance meets the state’s expectations.” Because Washington Center’s High School testing sample fell short of the required 30 students, these scores were not calculated, thus eliminating the Graduations Rate requirements that hindered our school from achieving AYP standards under the previous accountability system. Also under the new ESEA system, attendance is no longer an objective. Under the AYP Accountability System, Washington Center met five out of nine goals for the 2011 State Report Card indicating the academic, attendance and diploma/graduation requirements were difficult for a student population with intellectual disabilities and severe medical conditions. With the current ESEA system, the accountability bar will be raised yearly, making academic progress criteria increasingly challenging.



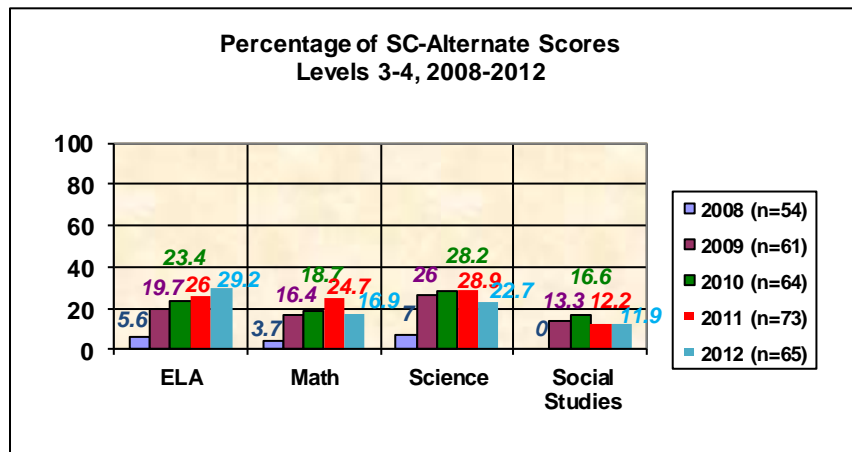
SC-Alt scores are based on four levels: level 1 as the lowest ranging to level 4 (highest rating). The previous graph compares students’ average SC-Alternate test scores over a

four year period. As evidenced, there has been a favorable increase in level 2 and level 3 test scores over the past year.



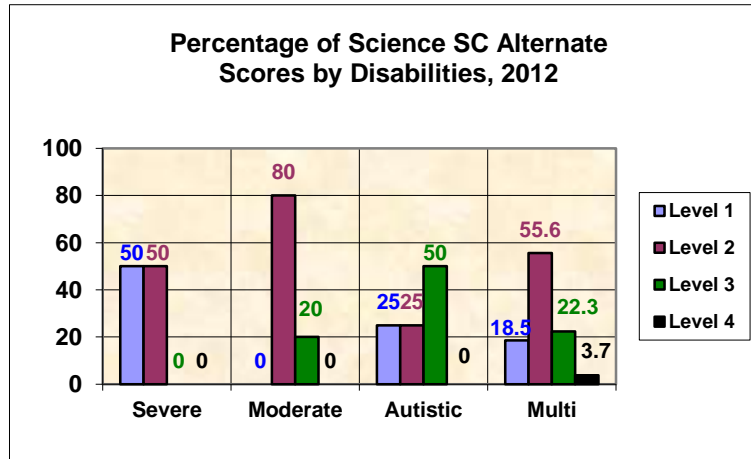
As displayed in the preceding graph, we have met our goal for having 50 percent or more of students score in levels 2-4 on the South Carolina Alternate Assessment. Our scores ranged from 65 percent in 2008-09 to 80 percent in 2011-12. In 2008-09 we averaged 66 percent scoring in levels 2-4. We decreased in 2009-2010 to 65 percent but increased in 2010-2011 to 70 percent. We again saw an increase in 2011-12 with 80 percent of students scoring in levels 2-4. It is notable that scores in levels 2 to 4 have steadily increased during 2008-2012.

Emphasis on support and training for teachers administering the SC-Alternate Assessment continues to be a priority for the 2008-2013 school years. The inclusion of standards in lesson plans and as a goal for each teacher's PAS-T evaluation required commitment to standards-based instruction. Notebooks of standards are provided for each teacher. Related arts teachers are also held responsible for standards-based instruction sharing in the goal. Assessment Standards and Measurement Guidelines were reviewed by faculty, added to each notebook, and updated.

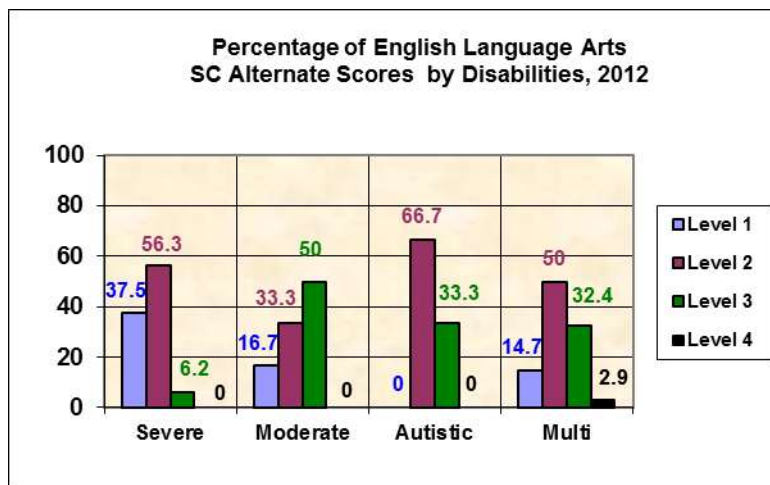


This graph compares SC-Alternate test scores for four subjects for levels 3-4. With our curriculum emphasis on communication and literacy, increasingly higher scores in ELA were expected as evidenced. Over the past four years, Science results also scored in the high range while Social Studies had the lowest score. A specific emphasis was placed on providing strategies to improve Science standards-based instruction during the 2008-09, as well as the 2009-10 school years. As evidenced in the above graph, Science scores increased significantly in score results beginning in 2009. Based on these results, similar strategies should be used to improve our lowest scores in Social Studies.

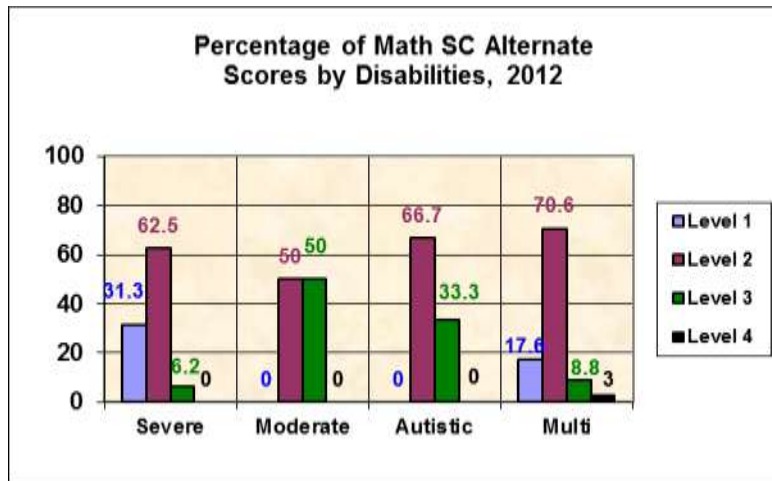
We further analyzed the progress and deficits by disaggregating the results according to student disabilities within each subject area.



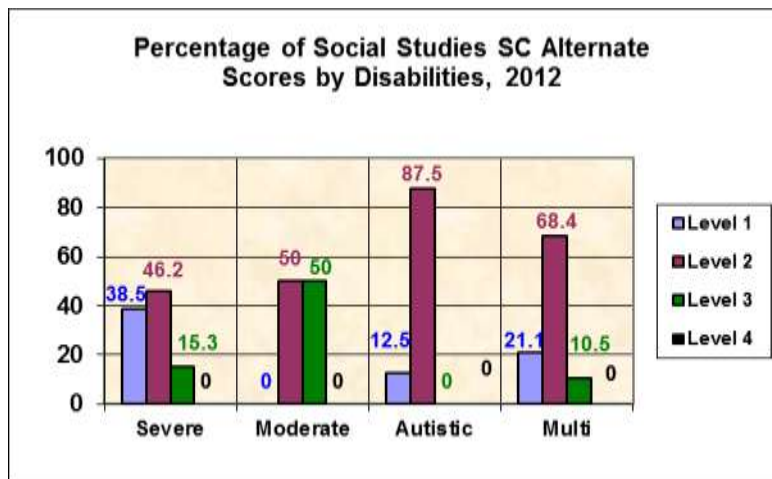
The graph illustrates SC Alternate Science scores disaggregated by disabilities from the 2012 assessment. Severe/Profound students scored primarily in the level 1 and 2 ranges indicative of the functional ability. Moderate Disabled students scored 80 percent in the level 2 range; while Multiple Disabled and Autistic populations' results were the highest of the four disabilities scoring a combined 26 percent in levels 3 and 4.



This graph illustrates English Language Arts (ELA) scores disaggregated by disabilities from the 2012 assessment. The Severe/Profound student populations' results were highest in level 2. Students categorized as Moderate Disabled scored highest in level 3. Students who were categorized as Autistic scored highest on level 2. Multiple Disabled students scored highest in level 2.



The graph above illustrates SC-Alternate mathematics scores disaggregated by disabilities from the 2012 assessment. Severe/ Profound students scored primarily in the level 2 range indicative of the functional ability. Moderate Disabled populations' results were the highest in levels 2 and 3. Autistic students scored highest in level 2. Multiple Disabled students scored highest in level 2



The graph above illustrates SC-Alternate Social Studies score levels by disabilities for the 2012 assessment. The number of students taking the Social Studies portion of the SC-Alternate is lowered, as students ages 8, 10, 11, and 13 either participate in Science or

Social Studies as assigned by the SCDE. Severe/ Profound students' results were highest in level 2. As evidenced, the Moderate Disabled students scored the highest for levels 2 and 3. Autistic students scored highest in level 2. Multiple Disabled students scored highest in level 2.

School Student Achievement Challenges and Related Goals (Needs Assessment)

Student Achievement has proven successful as verified through data reported in this section. Emphasis on support and training for teacher administrating the SC-Alternative Assessment continues to be a priority. The inclusion of standards in lesson plans and as a goal for each teacher's PAS-T evaluation required commitment to standards-based instruction. With our curriculum emphasis on communication and literacy, higher scores in ELA were expected and evidenced. Math and Science results also scored in the high range with Social Studies being the lowest score. We further analyzed the progress and deficits by disaggregating the results according to student disabilities with each subject area. Severe/Profound students scored primarily in the level 2 range indicative of the functional ability. Students with Moderate Intellectual Disabilities averaged 53 percent in level 2 and 43 percent in level 3. Students with Multiple Disabilities scored the highest in level two an average of 62 percent. Students with Autism had the highest percentage, 62 percent, of scores in level 2.

The English Language Arts (ELA) scores disaggregated by disabilities from the 2012 assessment, show that students with Moderate Intellectual Disabilities had the highest results with the majority scoring in level 3. The students with Severe/Profound Intellectual Disabilities had the highest results in level 2. Students with Autism had the highest percentage of students score in level two. Students with Multiple Disabilities had the highest percentage score in level 2.

For the past five years, our emphasis has been to maintain an average of 50% or more in levels 2-4 for ELA and Math. Our scores on SC-Alternate Assessment have averaged greater than 50% of students scoring in levels 2-4. We have met our goal. Support and training for teachers administering the SC-Alternate Assessment will continue. Standards-based instruction continues to be a team effort. All instructors, including related arts, are required to include standards in lesson plans and are held accountable for standards-based instruction through PAS-T requirements.

In addition, a Curriculum Committee of our teachers representing varied ages and disabilities visited the Charlotte Metro Center On November 13, 2012. Strategies were observed for engaging students functioning on levels comparative to your population. Curriculum strategies observed were analyzed for effectiveness for use in our school and shared with faculty.

Each student's IEP is an encompassing measure including individual needs in communication, motor, adjustment, self-help and pre-vocational skills in a task analyzed form. In the four categories of IEP Mastery Data, Severe/Profound, Moderate, Multiple, and Autism, percentages continue to remain high. During 2011 -2012, mastery was at 96%. Over this data collection period, instructors realized the importance to developing attainable and appropriate objectives in small increments. Autistic students mastered 91.65% of their IEP objectives. Students with Severe/Profound Intellectual Disabilities mastered 94% of their IEP objectives and students with Multiple Disabilities mastered 94.4% of their IEP objectives. Further desegregation of scores indicated that first year teacher mastery scores produced lower mastery percentages than comparable areas. All related services reflect IEP goal mastery above 80%.

Our goal of all students maintaining a mastery level of 80% of IEP goals has been successful in that our average for the 2011-2012 school year was 96 %. Our data has indicated that IEP objectives generated and instructed using a collaborative method,

involving teachers and related therapists, result in improved mastery. Task analysis of objectives and revision of inappropriate expectations are productive tactics. Providing support for inexperienced teachers to instruct IEP objectives is important for goal attainment.

DATA ANALYSIS AND NEEDS ASSESSMENT

Teacher and Administrator Quality

The Washington Center faculty and staff have the opportunity to participate in a variety of professional development trainings. Each year, the Washington Center administration and specialized staff explore the needs of the unique population of students and devise a catalog of appropriate workshops; at the present time, there are few district-sponsored workshops that are appropriate for our student population and their instructional levels. In order to organize, develop and present these specialized trainings, our school has used Special Education budget provisions to ensure the highly specialized training classes are available to all faculty and staff. The professional development focuses on several target areas: medical needs, feeding, lifting and positioning, due process and testing, Instructional strategies and standards based instruction, Crisis Intervention Training (CPI), Applied physical training, supporting positive behavior training, webpage training, Technology and assistive technology in curriculum training, and PAS-T training. These workshops in combination with teacher collaboration, ensures that the students at Washington Center receive top notch care and instruction.

Medical: Staff development is required for all employees, including bus drivers and riders, in numerous medical procedures. This need for extensive training is essential as the school continues to enroll students with severe medical issues. Students receiving any type of medical procedures are required to have specific, individualized protocols. The nurses conduct staff-wide training at the beginning of each school year. This training includes emergency responses and procedures, a general overview of tube feeding, and a review of types of seizures and their respective safety precautions. The nurses then provide more in-depth training for individual classrooms, which includes: tube feeding, procedures for Diastat and VNS, suctioning techniques, and use of Epi-pen and asthma inhalers. There is also a team of ten emergency response members who

recertify every two years for CPR, AED and First Aid. The team participates in both table-top and actual drills on a yearly basis.

OT/PT Training for New Staff: As each new school year begins, OT staff provides orientation in the areas of feeding safety and sensory integration. Feeding safety includes positioning techniques and utilization of adaptive equipment. Sensory integration includes use of the treadmill and weight machine for bilateral and proprioceptive input. PT staff conducts a “Back Safety” in-service which reviews proper lifting and transferring techniques to use when moving students in and out of adaptive equipment.

SC-ALT: Initial training for first year test administrators required to administer SC-Alt is a full day session conducted by the State Department of Education. This session provides details about the test and practice on how to administer the SC-Alt. Annual refresher training for all testing administrators is a two hour session conducted after school. The training discusses an overview of assessment, updates in procedures and describes distribution and return policies for the district. The District Test Administrator for Alternate Assessments is housed at Washington Center and available for questions and guidance. Students in Grades 3 through 8 and those who are 15 years old by September 1 are evaluated using the SC Alternate Assessment. Intensive training is mandated by the State Department of Education for test administrators as test procedures are unique and prescribed.

Due Process/ IEP Development: Prior to receiving special education services, students must be evaluated to determine if they meet eligibility under the Individuals with Disabilities Education Act (IDEA). After initial placement, students receive a three year re-evaluation review to determine if the current special education placement is appropriate and if further testing is required. Data is gathered from staff members, a school psychologist, Program Facilitator, parents and other service providers who have

information that would affect decisions concerning the student. Annually, an Individualized Education Plan (IEP) is developed for the next school year. Each school year, the Program Facilitator provides training for the development of annual reviews. IEP goals are developed that cover the domain areas of daily living skills, recreation/leisure skills, adaptive skills, functional academics, and social skills. Students who are 13 and older during the duration of the IEP must also have a transition goal, which is a measurable post-secondary goal that addresses employment education/training and independent living. In the spring, annual review meetings are conducted. IEP teams consider transition planning, present levels of performance, need for accommodations and modifications, annual goals and objectives, special education and related services, participation in standardized testing, consideration of special factors, and placement in the least restrictive environment. Trainings are also presented via webinars accessible through Edmodo. Webinars are available for viewing at a convenient time and may be reviewed through the designated completion date. Credit is available for the courses that provide information beyond what is required for daily instructional responsibilities.

CPI: Washington Center provides a disciplined, yet stimulating, learning climate for students that is enhanced by involved parents. Parents are encouraged to participate in school committees to practice skills designated on the Individualized Education Plan (IEP) to encourage and honor the successes of their children. Student discipline is the responsibility of all Washington Center staff members. As our student population expands, behavior issues have also increased. If a student has been identified with a severe behavior disorder, a Functional Behavior Assessment (FBA) is conducted. Based on those findings, a Behavior Intervention Plan (BIP) is developed and integrated into the student's IEP. The BIP serves as a blueprint for supporting students whenever behavior issues arise. Currently, over 30 students require a BIP as part of their instructional plan. Staff members are trained and certified in Crisis Prevention

Intervention (CPI) techniques. As noted in subsequent sessions, training and behavioral management strategies are recent focus areas.

APT: There is also a Crisis Prevention Intervention (CPI) Response Team. The Applied Physical Training (APT) Team has 12 members, comprised of paraprofessionals, which have received additional training and certification on physical interventions based on district approved and supervised training. This team is called only after regular classroom interventions have been attempted. The members of this special team conduct review/practice sessions on a monthly basis.

Supporting Positive Behavior: A Washington Center goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, the program offers opportunities for student participation and recognition. Students are encouraged to exhibit and expected to maintain appropriate behavior, at all times, because disruptions interfere with learning. Student handbooks and other information regarding school and classroom rules are distributed and discussed on a regular basis. Classroom rules that can be understood by our population are posted. Most rules are formatted in the picture/symbol form. If students violate school/district rules, including BIP guidelines, by becoming aggressive, district suspension policy is followed.

Technology: Washington Center is well known for its Assistive Technology and Augmentative Communication Programs. Within the past few years, Washington Center has added interactive instructional boards, Promethean and Smart Boards, to every classroom. Washington Center has offered training sessions on both the SmartBoards and Promethean Boards so that all staff can use the technology optimally for our students to learn. Special Education Services provided funds to purchase ten iPads and applications for educational purposes. The technology committee works to provide training to staff in the use of the iPads. Technology changes very quickly and Washington Center acknowledges that workshops on technology need to be provided

throughout the school year and summer to keep up with the recent updates. The staff is dedicated in achieving and maintaining 100% technology proficiency by participating in Intel and updating renewal every five years by receiving 30 credit hours in technology.

Website Training for New Teachers: Under the guidance of our Webmaster, our Website has expanded to include current news articles and newsletters with links to services and information. All teachers have the links to their pages with current information. Staff development is provided annually to cover the basics of creating a web page as well as designing newsletters and adding pictures. A requirement of PAS-T is to maintain an updated and informational website.

Refresh Training: In November 2011, Washington Center received a technology refresh from the district which included a teacher laptop with docking station and a student computer with a touchscreen for every classroom. With the replacement of all computers and updated program versions, faculty training was recommended. In December 2011, two training sessions were offered: Windows 7 Overview and Microsoft Office Suite Overview. These sessions provided an introduction to a wide range of the new and improved features introduced to Windows since Windows XP. Currently the Windows 7 version is used throughout the school.

Safety Training: All employees are required to view the mandatory safety training videos which are provided on the Greenville County Portal. These include FERPA: Confidentiality of Records, Blood Borne Pathogens Exposure/Prevention, Greenville County Schools Code of Ethics, Slips, Trips, and Falls, Sexual Harassment, Staff-to-Staff, Hazard Communications, Right to Know and Back Injury and Lifting, General Safety Orientation, First Aid and Greenville energy observation. All employees are required to complete an online quiz covering the material. A Certificate of Completion is provided for the employee. Additional suggested (but not mandatory) training includes Disruptive Student Behavior and Playground Supervision. Washington Center has

compiled a specifically designed School Safety Manual which all staff are required to review yearly.

PAS-T Training: In accordance with our school's PAS-T Evaluation, teachers demonstrate instructional skills and professionalism. Individual professional development participation is included within the Professionalism section of the notebooks. Teachers were issued PAS-T notebooks and administrators provided review training in how to complete their portfolios. They were given timelines for all deadlines and placed on either Cycle 1, 2, 3, 4 or 5. Feedback is given to teachers on Cycle 5 by administration to enhance instructional strategies in the classroom. This process helps the teacher to analyze the effectiveness of the lesson.

All teachers were to complete 3 peer observations. Two of the observations were to be completed in the fall and one during the spring. An observation form completed by the teachers and placed in the PAS-T notebook was developed by the administration. New teachers were given intensive assistance in policies and procedures required by the district and specific for our school. The Administrative Assistant met with them regularly to provide support. New teachers were sent to district training for the ADEPT process. Mentors were assigned to beginning teachers. The district and Administration provide support for teachers going through the ADEPT process.

Curriculum Training: Traditionally, there has been no consistent, standardized curriculum for our school or special education in the district. A Curriculum Committee of our teachers and administrators representing varied ages and disabilities visited the Charlotte Metro Center and Lexington District schools. Strategies were observed for engaging students utilizing Common Core instruction and the TEACCH method, shared with the faculty. As a result, the Unique Curriculum was adopted by our faculty and the district as the most conducive to promote intellectually disabled student progress. Training for the curriculum is scheduled during the summer of 2013 with

implementation during the 2013-14 school year. Monthly support sessions are scheduled throughout the year.

Behavior Analysis Training and Implementation

Washington Center serves 140 students with intellectual disabilities. This includes 33 classified as severe/profound intellectually disabled (ID), 18 as moderate ID, 18 with Autism, one as Developmentally Delayed, one as vision, and 69 with a combination of disabilities which is classified as multiple disabilities. One area within each disability area is behavior disorders. Students exhibiting behavior disorders have gone through an evaluation with the Functional Behavior Assessment (FBA) instrument to determine target behaviors. As a result, a Behavior Intervention Plan (BIP) is written for these students by a team of certified staff. This plan includes descriptions of the targeted behavior or behaviors and teacher interventions that will address the behavior. BIPs are written with the student's safety and well being in mind. Presently, twenty-one percent (21%) of Washington Center students have active Behavior Intervention Plans. Materials used in conducting an FBA and writing a BIP at Washington Center and district wide are adapted from Horner, R>H, et. Al. (2000). Elements of Behavior Support Plans: A Technical Brief. Exceptionality. Vol.8 (3), pp. 205-216. Teachers are trained in Applied Behavior Analysis (ABA) with materials from Lentini, R., Vaughn, B.J., & Fox, L. (2005). Teaching Tools for Young Children with Challenging Behavior. University of South Florida.

Staff surveys have targeted Behavior Intervention as an area for Professional Development. In recognition of behavior challenges, data has been gathered for students with suspensions and Behavior Intervention Plans (BIP). During the 2009-2010 school year there were zero suspensions days and 40 students requiring a BIP. During the 2010-2011 school year there was one suspension and 34 students requiring a BIP.

During 2011-2012 school year there was one suspension and 27 students requiring a BIP. Thus far, during 2012-2013 there have been zero suspensions and 30 students requiring a BIP.

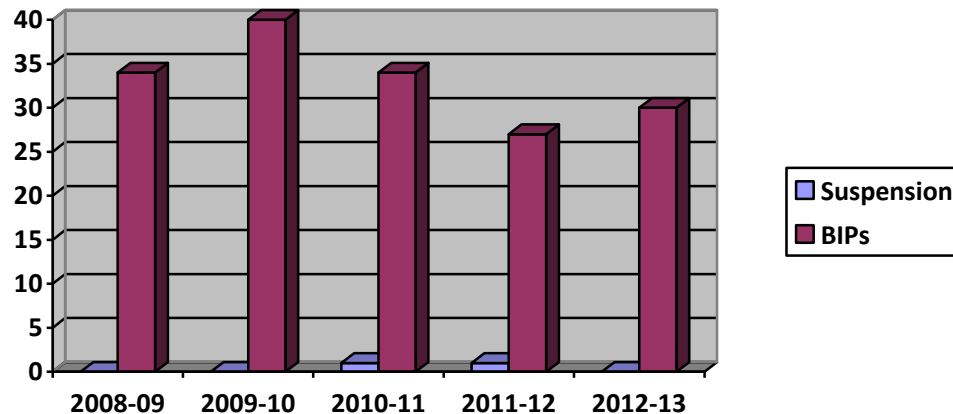
As a strategy to analyze causes of challenging behavior and to address targeted behaviors, Special Education Services and our administration have offered a variety of trainings for faculty and staff. A program developed by the University of North Carolina at Chapel Hill entitled TEACCH was offered the faculty as a two-day training in October, 2012. The TEACCH Autism Program creates and cultivates the development of exemplary community-based services, training programs, and research to enhance the quality of life for individuals with Autism Spectrum Disorder and their families. In the training programs for professionals, strategies are presented for teaching students with autism to communicate effectively and independently. Also targeted are strategies for managing challenging behaviors, leisure skills and social engagement.

Six staff members attended a professional development workshop during the summer of 2012 entitled "Nonaversive Behavioral Support and Basic Principles of Positive Programming." During the 4 day workshop, the attendees learned strategies to reduce challenging behaviors using non-punitive means. Descriptions of environmental changes and instructional techniques designed to produce durable changes in behavior that are socially valid were presented.

There are 53 faculty and staff members trained in Crisis Prevention Intervention (CPI). All faculty and staff members working with students requiring a BIP are required to receive CPI training. There are 11 faculty and staff members trained in Applied Physical Training to assist students in extreme situations. The Applied Physical Training team members attend monthly refresher training and mock practice drills. Functional Behavior Assessment (FBA) training has been given to all faculty members and required prior to BIP completion. District mandates require that an FBA be completed prior to the

development of a BIP. This data indicates that behavior management is an important issue and need for our program.

Behavior Intervention Information 2008-2013



The previous graph reflects an increased number of BIP's. Due to training, teachers are better prepared to recognize and analyze behaviors that require intervention. For the 2012-2013 school year, 50% of the new students served at Washington Center entered with an existing BIP. As one method indicated effectiveness of training in addressing behavior, suspension numbers remained at zero for the past two years. Data shows that behavior issues, as measured by suspensions, continues to drop with development and use and staff training. Undesired behavior is targeted and then analyzed to determine an antecedent and consequence. Data is collected through scatter plots, frequency charts, classroom observation, and other tools developed by behaviorists. Once the plan is written, a meeting is held with the child's parent before the plan is put into place. The BIP is reviewed frequently to monitor its' effectiveness. Changes are made in the BIP as needed. As illustrated in the graph above, working as a team with teachers, administration, and parents to eliminate undesired behaviors is working to decrease the number of BIPS being written in the present. Data also indicates that increased training for staff in identifying problem behaviors and eliminating them has

resulted in more students who require a BIP. As a complexity of disabilities in our program continues to grow, we will continue to provide training and utilize behavior management strategies.

Washington Center provides a disciplined, yet stimulating, learning climate for students that is enhanced by involved parents. Parents are encouraged to participate in school committees, to practice skills designated on the Individualized Education Plan (IEP), and to encourage and honor the successes of their children. Student discipline is the responsibility of all Washington Center staff members. As our student population expands, behavior issues have also increased. If a student has been identified with a severe behavior disorder, a Functional Behavior Assessment (FBA) is conducted. Based on those findings, a Behavior Intervention Plan (BIP) is developed and integrated into the student's IEP. The BIP serves as a blueprint for supporting students' acceptable behaviors whenever behavior issues arise. Currently, 30 students require a BIP as part of their instructional plan. Staff members are trained and certified in Crisis Prevention Intervention (CPI) techniques. There is also an APT (Applied Physical Training Response) Team. This eleven member team has received additional training and certification on physical interventions. This team is called only after regular classroom interventions have been attempted. This team conducts review/practice sessions on the fourth Tuesday of each month. As noted in subsequent sessions, training and behavioral management strategies are recent focus areas.

A Washington Center goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, the program offers opportunities for student participation and recognition.

Students are encouraged to exhibit and maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information regarding school and classroom rules are distributed to the parents at the beginning of

the year. Classroom rules meaningful to students are posted. Most rules are formatted in the picture/symbol form. Student discipline follows district guidelines and is addressed on an individual basis.

Re-structuring of Class Placements Conducive to Disabilities & Staff Support

A school-wide re-structuring of classrooms was implemented for the 2011- 2012 school year and continued for the current school year. Teachers, Para-professionals, students and materials are assigned classrooms based on our behavior strategies program. The school is divided into three areas as follows: severely medical fragile/orthopedic impaired, elementary through middle behavioral, junior high through high school levels behavioral.

This division is based on the developmental needs of the students and proximity to medical staffing. Washington Center administration has worked collaboratively with district level personnel to provide behavioral support training to all staff. This training serves as a vehicle to support staff and benefit the students. The classroom groupings are aligned with administrative goals, and have resulted in inter-class support and co-teaching opportunities.

Each teacher uses a data collection method for monitoring behaviors. These types of Data Gathering tools may include:

- Documentation of the Use of the crisis Interventions Plan

- Restraint/Timeout Log

- ABC Worksheet

- Frequency Chart

Functional Interview with Teacher

Scatter plot

Time Sampling Observation Form

Anecdotal Records

Teacher Developed Data Charts

Behavior Logs

Professional Days have been used to further teacher training in positive behavior methods. A full-day training session titled “Proactive and Positive Behavioral Strategies for Low Functioning Students” was held on October 13, 2011. In addition, district sponsored training; “Non-aversive Behavioral Support and Basic Principles of Positive Programming” was attended by several staff members in during the summer of 2012. TEACCH was offered to the faculty as two-day training in October, 2012. Other meetings are held throughout the year to address behavior issues that support a school wide consistent approach.

PROFESSIONAL DEVELOPMENT PLAN

Planning Year: 2013-2014

Action	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Beginning of Year Staff Training: Handbook and policy reviews, Medical and Therapy training			14									
Web page instruction/creation			Scheduled for new faculty through Media Specialist & internet instruction and as needed									
PAS-T Training/ Observations Mentoring				Observations shared per semester by Principal/ AA Faculty Review 09/4/13								
CPR (Medical Team) & Drills			refresher	Drill #1-11	Scheduled quarterly							
CPI (Refresher and as provided by district)			refresher	Scheduled by district as needed for new employees								
APT Refresher (Applied Physical Training)			refresher	practice	practice	practice		practice	practice	practice	practice	practice
Medical Procedures Training (provided for staff serving appropriate students)			14 Staff Training	Scheduled as needed and for new employees								
SC-Alt Training								Initial Regional Training	24 25 26 Refresher Training			

INTEL Teach to the Future (as provided by district)	Scheduled by staff through district											
Action	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
New Teacher Workshop/ Training			27	As needed	As needed	As needed	As needed	As needed	As needed	As needed	End of year mtg	
Unique Curriculum Training	25 26 27		training	training	training	training	training	training	training	training	training	training
Safety Training in school and via internet			Portal	Portal								
Technology Training												
School Strategic Plan Teams				11 25	9 23	13 20	11	12 19	12	12		
Instructional Strategies/ Standards-Based Instruction				4 18	2 16	6 20	4	15	5 19	5 19	2 16	7 21
Annual Review Training			training	training					training			
Summer Academy/ Technology Conference		District Scheduled										

Training Required for New Special Educators	Description	Presentation Type	Available for Viewing	Available for Inservice Credit	Complete By	Length of Webinar
Beginning of Year	Beginning of year procedures	Webinar	Aug	No	Aug	29 minutes
The ABCs of IEPs	Fundamental information on developing an appropriate IEP in Excent	Face to Face Meeting	On Portal in October	NO	Register for one of sessions when available	N/A
Reevaluation Review Toolkit	Using technology to address the reevaluation process	Webinar	Aug.	No	Sept.	
Heading in the Right Direction with Transfer Procedures	Procedures for receiving students from outside districts	Webinar	Sept	No	Oct.	22 minutes
Annual Review Procedures	Procedures for developing annual review IEPs based on most current info from the State Dept of Edu	Face to Face Meeting	Feb-March	No	March 2014	N/A

Recommended Trainings	Description	Presentation Type	Available for viewing	Available for Inservice Credit	View By	Length of Webinar
Classroom Management	Positive and proactive behavior supports	Webinar	Sept	Yes	Dec	47 Min
Accommodations in Regular Education Settings	Creating and monitoring the use of classroom and environmental accommodations	Webinar	Sept	Yes	Dec	26 min
Foundations of Reevaluations	Overview of legally mandated process and procedures for completing the reevaluation review process	Webinar	Sept	Yes	Dec	25 min
IDEA Overview	Overview of statutes and regulations mandated by IEDA regarding students with disabilities	Webinar	Aug	Yes	Dec	40 min
Procedural Safeguards-Parent Rights	Overview and procedures related to mandated safeguards	Webinar	Sept	Yes	Dec	22 min
Reevaluation Review Toolkit	Using technology to address the reevaluation process	Webinar	Aug	No	N/A	

Standards Based IEPs	Relating IEPs to State Standards	Webinar	Sept	Yes	Dec	32 min
Transition Planning: Indicators 13 and 14	Developing transition IEPs for post-secondary outcomes for students aged 13 years and above	Webinar	Sept	Yes	Dec	29 min

PROFESSIONAL DEVELOPMENT PLAN

Planning Year: 2012-2013

Action	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Web page instruction/creation			Scheduled as Needed through internet instruction									
PAS-T Training/ Observations Mentoring					Observations shared per semester by Principal/ AA Faculty Review 09/05/2012							
CPR (Medical Team)			16 refres her	Scheduled as needed								
CPI (Refresher and as provided by district)			17 refres her	Scheduled by district as needed for new employees								
APT Refresher (Applied Physical Training			21 refre sher	26 Practi ce	24 practi ce	28 practi ce		23 practi ce	27 practi ce	27 practi ce	24 practi ce	22 Practic e
Medical Procedures Training (provided for staff serving appropriate students)			10 Staff Train- ing									
SC-Alt Training								14 New teache r Train- ing	25 26 27 Refre sher Train- ing			
INTEL Teach to the Future (as provided by district)	Scheduled by staff through district											

New Teacher Workshop/ Training		30	16 28	6 21	15 23	12	5 12	28 30	5 21 26	7 27		
Action	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Autism...Fundamentals of Structured Teaching (TEACCH)					18-19							
Non-Aversive Behavior Support		28 29 30	1 2									
Curriculum Committee Visits						13 Charl otte				12 Lexing ton		
Safety Training in school and via internet			31 Portal	30 Portal								
Technology Training						14 Promethean Board Training						
SAC/ School Strategic Plan Teams				26	10	14	12	9	13	13		
Instructional Strategies/ Standards-Based Instruction					3 17	7	5	2 16	6 20	6 20		15
Faculty Book Study: "Schools Can't Do It Alone"						7	5	16	6 20	6		

Annual Review Training			29						28			
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Training Required for New Special Educators	Description	Presentation Type	Available for Viewing	Available for Inservice Credit	Complete By	Length of Webinar
Beginning of Year	Beginning of year procedures	Webinar	Aug 16	No	Aug 22	29 minutes
The ABCs of IEPs	Fundamental information on developing an appropriate IEP in Excent	Face to Face Meeting	On Portal in October	NO	Register for one of sessions when available	N/A
Reevaluation Review Toolkit	Using technology to address the reevaluation process	Webinar	Aug.16	No	Sept. 30	
Heading in the Right Direction with Transfer Procedures	Procedures for receiving students from outside districts	Webinar	Sept 30	No	Oct. 30	22 minutes
Annual Review Procedures	Procedures for developing annual review IEPs based on most current info from the State Dept of Edu	Face to Face Meeting	Feb-March	No	March 2013	N/A
Recommended	Description	Presentation	Available for	Available for	View By	Length of

Trainings		Type	viewing	Inservice Credit		Webinar
Classroom Management	Positive and proactive behavior supports	Webinar	Sept 30	Yes	Dec 10	47 Min
Accommodations in Regular Education Settings	Creating and monitoring the use of classroom and environmental accommodations	Webinar	Sept 30	Yes	Dec 10	26 min
Foundations of Reevaluations	Overview of legally mandated process and procedures for completing the reevaluation review process	Webinar	Sept 15	Yes	Dec 10	25 min
IDEA Overview	Overview of statutes and regulations mandated by IEDA regarding students with disabilities	Webinar	Aug 16	Yes	Dec 10	40 min
Procedural Safeguards-Parent Rights	Overview and procedures related to mandated safeguards	Webinar	Sept 30	Yes	Dec 10	22 min
Reevaluation Review Toolkit	Using technology to address the reevaluation process	Webinar	Aug 16	No	N/A	

Standards Based IEPs	Relating IEPs to State Standards	Webinar	Sept 30	Yes	Dec 10	32 min
Transition Planning: Indicators 13 and 14	Developing transition IEPs for post-secondary outcomes for students aged 13 years and above	Webinar	Sept 30	Yes	Dec 10	29 min

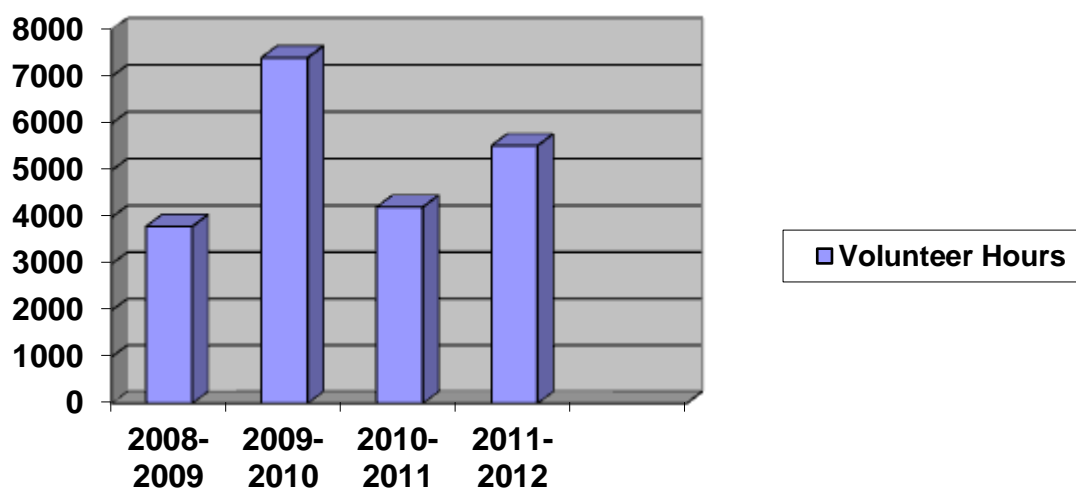
DATA ANALYSIS AND NEEDS ASSESSMENT

SCHOOL CLIMATE NEEDS ASSESSMENT

Washington Center envisions our families, staff and community working together to help our children succeed. This is a shared responsibility. We rely on volunteers to continue the emphasis of our programs. One of the better-known benefits of volunteering is the impact on the community. Unpaid volunteers are often the glue that holds a community together. Volunteering allows the volunteer to connect to our students and be their connection to the community. Volunteers also learn about the things that our students at Washington Center “can” do and how our students are able to contribute to their community. Our program is unique and our student needs are diverse. It is our belief that our students have much to give as well as learn from our volunteers. Students learn real world information from our volunteers while practicing skills in the community. Business partners and volunteers reflect that their experiences with Washington Center students have enriched and enhanced their lives.

Benefits of Volunteer Placements

Total Volunteer Hours 2008-2012



Our volunteer pool continues to make a valuable contribution to Washington Center. Volunteers come from business and civic organization partnerships, parents and family members, and community volunteers. Washington Center had 3806.27 volunteer hours during the 2008-2009 school year. During the 2009-2010 school year, this amount rose to 7401.58. The number of volunteer hours during the 2010-2011 school year decreased to 4220.75. In the 2011-2012 school year, the number of volunteer hours increased to 5528.50. Volunteer groups such as Dog Therapy, Christ Church and Riverside High School, Furman University, and Greenville Technological College nursing students are important in enhancing our program by giving our students the opportunity to work in an individualized environment. Our students are also being exposed to typical peers. This volunteerism benefits the community by demonstrating how to interact with special needs individuals. As a win-win situation, we need to find venues and strategies to recruit more volunteers. Therefore, the staff has set increasing our volunteer base as our School Climate Goal.

Communication has expanded. Faculty, therapists, and administration create and maintain personal pages for Washington Center's website. Each week a selected teacher also contributes photos and articles to the front page of the school web page and local media highlighting special achievements and activities. The school website also provides links to recent photos, handbooks, and weekly menus. The PTA quarterly newsletter, *The Seagull Express*, continues to provide pertinent school information. Teachers communicate with parents using email. The principal routinely emails updates and information to the staff. Classroom phones provide parent/teacher access. The School Messenger Service provides an automatic phone call notification to parents for school related events. A Headliner Program for routine media contacts continues to be maintained. With the assistance of the staff, the Administrative Assistant weekly sends school news to media contacts. Weekly articles are submitted to *City People* and local papers. The *Greenville Greer News*, *The Greenville Journal*, *The Greer Citizen*, *The Journal*, *The Travelers Rest Monitor*, *The Tribune Times*, and *The Times Examiner* carry news of special school activities. *The Greenville Magazine* and *News 4* have spotlighted our programs in the past. Last year News Channel 4 awarded Ted Mickens the Golden Apple Award. With the teamwork of our business partners and community support, our program can continue and

expand. We plan to stay focused on continuing the activities that have been such a big “win” for the students and our vision.

Our Business Partnerships within the last five years include:

- Bi-Lo Charities: Funding for playground, Physical Therapy equipment, instructional technology (Promethean Boards)
- Greenville Women Giving: Instructional Technology
- Five local Knights of Columbus councils: donations for instructional materials
- Operation Hope: money for physical therapy equipment (M.O.V.E.).
- Carolina First Bank and Chic-Fil-A: Special Olympic T-Shirts
- RBC Insurance: Gingerbread house
- Operation Santa: gifts for needy students sponsored by the Cliffs Community
- Klaver Klub: Sponsor Donation Walk & Roll, Christmas gifts for students, assistance during Family Night, Boo in the School and Walk & Roll, PTA memberships
- Krispy Kreme: Doughnuts for staff
- Christ Church School: Reading Buddies, volunteer at various school activities, and donate art supplies for Craft Day
- Furman Service Corps: Sponsored Christmas gifts
- United Way
- Greenville Pediatric Dentistry
- Macy’s
- Hillcrest High School Spirit Week
- Publix
- Walk and Roll Donors: 16 corporate donors and 20 individual donors

Each year Washington Center partners with Furman University, Greenville Technical College, and USC Upstate in order to provide college students from varying fields the opportunity to view their area of study’s real world practical application. Volunteers typically are involved in studying fields such as nursing, education and occupational/physical therapy. During their time at Washington Center these students learn job-specific skills by observing and interacting with students and staff.

Once monthly Carolina Dog Therapy volunteers provide a unique hands-on opportunity for students to interact with dogs in the school environment. Volunteers and their dogs come and visit classrooms giving students a chance to interact with the dogs.

Christ Church Episcopal School 8th grade students serve as reading buddies. These students volunteer as part of a Service Learning Project and come weekly from November to April to read with Washington Center students. During this time augmentative communication devices are used to help read stories or facilitate communication between students. These 8th grade students are also peer helpers during Washington Center's Boo in the School. They arrive in costume and help their assigned Washington Center friend trick-or-treat at the school. In February, approximately 20 students assist in the Washington Center Valentine's Pageant and Dance. They are responsible for escorting Washington Center students in the pageant and interacting during the dance that follows. Service Learning students from Christ Church Episcopal School also assist during the annual Christmas party held at Washington Center.

Washington Center students participate in Bob Jones Challenge Day in the fall of each year. Approximately 450 student volunteers from Bob Jones University plan and organize a day where Washington Center students take part in a Special Olympics Day. During the spring of each year, Washington Center students travel to Furman University for the county-wide Special Olympics games. Approximately 180 students from Riverside High School visit Washington Center on several days to meet their assigned athlete. These high school students will travel to Furman to assist during this spring event.

The Klaver Klub, a community sorority of Beck and Hughes Middle School girls, are supporters of Washington Center. They assist during the school Christmas party and generously purchase gifts for each child. They also assist during the PTA sponsored Walk and Roll by helping with setup and monetary support.

The Daughters of Penelope provide refreshments for the school Christmas party Warm fleece blankets are donated by the Furman Heller Service Corps.

The Washington Center PTA volunteers in several areas beginning in the start of the school year by hosting a Meet Your Teacher afternoon. The PTA organizes a Family Night in the fall of the school year. This gives parents an opportunity to see their child's school and classroom. Information concerning PTA and upcoming events is also shared. The PTA assists by decorating the school for Christmas. PTA members work hard to raise funds to sponsor teacher grants. Their biggest fundraiser is the annual Washington Center Walk & Roll, held in April of each year. A well-know news anchor from a local affiliate donates her time to serve as the Grand Marshall. The event's primary purpose is to raise community awareness for Washington Center as the district's special needs school. As a secondary goal, the walk will serve as an opportunity to raise funds for the school's unique instructional needs.

Parents who are able to volunteer help with classroom needs, create bulletin board displays, serve on the PTA Board and chaperone community trips. Many of our parents will take a day off of work to assist and enjoy their child while they participate in Bob Jones Challenge Day and Furman Special Olympics. Few parents volunteer during school hours due to our diversity of geographic areas served, work schedules and the demands of caring for a special needs child. Parents support the school in other ways besides their time. They send special treats for Teacher Appreciation Week and Boo in the School. Parents also raise money for the school by participating in PTA membership, buying/selling Honey Baked Ham certificates, sponsoring /recruiting donors for the Walk and Roll, and attending special events such Family Night, Thanksgiving Lunch and the Valentine's Pageant.

SCHOOL REPORT CARD AND SURVEY RESULTS

In relation to the 2011/12 ESEA/Federal Accountability System for reporting school progress, the overall weighted points for Washington Center was 79.4 which converts to

a grade of C indicating our performance meets the state's expectations. SDE School Report Card – website = <https://ed.sc.gov/data/report-cards/washingtoncenter>

2011/12 Report Card Survey Responses from Parents and Staff yielded the following information:

- Approximately 10 Parent Responses were received for analysis. As discussed with our district level research analyst, the number of responses is insufficient for assessment.
- Approximately 19 Teacher Responses were received for analysis. The following items were recorded as the highest scores:
 - Teachers at my school are recognized and appreciated for good work as reported by 19 employee responses. (100%)
 - The school campus is kept clean and well-maintained as reported by 19 employee responses. (100%)
 - There is sufficient time and supplies allocated for instruction in essential skills as reported by 19 employee responses. (100)%
 - Computers and media materials are available for instruction at my school as reported by 19 employee responses. (100%)

*Overall school climate indicators reveal 48 of 55 survey questions scored 85% and above as favorable (agree/mostly agree)

- Approximately 19 Teacher Responses were received for analysis. The following items were recorded as the lowest scores:
 - The level of teacher and staff morale is high at my school as reported by 3 employee responses. (21%)
 - The school administration communicates clear instructional goals for the school as reported by 2 employee responses. (16%)

- The school administration effective instructional leadership as reported by 2 employee responses (16%)
- Parents attend school meetings and other relevant events as reported by 2 employee responses (16%)

*Student Surveys were not applicable to our setting due to the severity of our population.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

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

FIVE YEAR PERFORMANCE GOAL: From the 2013-14 through 2017-18, 50% or more of students will score Level 2 and above on the South Carolina Alternate Assessment (SC-Alt) ELA.

ANNUAL OBJECTIVE: Each year 50% or more of students participating in SC-Alt ELA will score Level 2 and above.

DATA SOURCE(S): SC-Alt scores for ELA

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			50%	50%	50%	50%	50%
Actual Performance	83%						

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

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

FIVE YEAR PERFORMANCE GOAL: From the 2013-14 through 2017-18, 50% or more of students will score Level 2 and above on the South Carolina Alternate Assessment (SC-Alt) Math.

ANNUAL OBJECTIVE: Each year 50% or more of students participating in SC-Alt Math will score Level 2 and above.

DATA SOURCE(S): SC-Alt scores for Math

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			50%	50%	50%	50%	50%
Actual Performance	83%						

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1. Train staff in the use and implementation of SC-Alt procedures	1/13-2/13	SC Department of Education, SC-Alt District Test Coordinator	No Cost to School	Special Education Services and SC Department of Education	Training Agenda, roster of attendees, evaluation comments.
2. PAS-T quarterly requirements of 4 standards per subject area for all instructional staff	10/26/12 1/17/12 3/25/13 6/06/13	Principal and Administrative Assistant	No cost to school	NA	PAS-T evaluation and portfolio reviews
3. Require standards listing on weekly lesson plans	Weekly: 8/27/12-6/6/13	Principal and Administrative Assistant	No cost to school	NA	Evidence of listings
4. Represent school in state sponsored alternate assessment committees					
a. Serve on Advisory Committee	10/17/12	DTC-Alt	No cost to school	State Department of Education	Record of meeting attendance
b. Participate in new assessment development committees	9/12-05/13	DTC-Alt, Teachers	No cost to school	State Department of Education	Record of participation
c. Participate in standards-setting scoring of SC-Alt	7/24/12-7/26/12 (Summer, 2013 as scheduled)	DTC-Alt, Teachers	No cost to school	State Department of Education	Record of participation

5. Provide technology to enhance standards-based instruction	08/12-06/13	Principal, DTC-Alt	\$3,878.87 District funds, \$4,390.30 Local funds	General Funds, PMD, Communication, Donations	Record of purchases, use
6. Provide information for Common Core Standards	08/12-06/13	Administration	No cost to school	NA	Discussion of Common Core Standards during Faculty Meetings and resources shared
7. Observe and analyze curriculum used at similar schools, to include SC-Alt connection and Common Core	11/13/12 3/12/13 3/19/13	Administration with Committee of 5 Teachers	Funded by Special Education Services	Special Education Services	Analysis of strategies viable for our students and shared at Faculty Meeting

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

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18, 90% percent of students will maintain a mastery level of 80% or more based on annual IEP goals.

ANNUAL OBJECTIVE: Each year 90% of students will maintain a mastery level of 80% or more based on annual IEP goal mastery.

DATA SOURCE(S): End of the year student IEP goal mastery data

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			90%	90%	90%	90%	90%
Actual Performance	95.7%	96%					

A student's IEP may be amended to reflect functional abilities.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Teachers, therapists, and administrators analyze each student's IEP goals and mastery.	Annually in May 2013-2018	Teachers Therapists Administrators	No cost	NA	Completed IEP data summary form for each student
Provide support through progress report reviews, IEP updates.	10/26/12 1/17/12 3/25/13 6/06/13	Administration	No cost to school	NA	Written Feedback
Amendment procedures for inappropriate objectives	08/12-03/13	Program Facilitator	No cost to school	NA	Log of Amendment Meetings
Due Process annual training	08/16-02/28/13	Program Facilitator	No cost to school	Washington Center/Special Education Services	Log of attendees/ Webinar completion verification
Provide technology to enhance IEP instruction	08/12-05/13	Principal, Program Facilitator	\$388.72 District funds, \$4,390.30 Local funds	IDEA, School District, Special Education Services, Grants	Log of purchases, use
Expand behavior intervention strategies: TEACCH Training	10/18-10/19/13	Administration	No cost to school	Special Education services	Log of attendees, agenda, implementation use through BIP development, instruction observations
Include all classroom, related arts & services in	08/22/12-06/06/13	Administration	No cost to school	NA	Student progress documents

support for IEP instruction					completed by classroom and related service teachers submitted to administrators
Observe and analyze curriculum used in similar special education settings	11/13/12 3/12/13 3/19/13	Administration with Committee of 5 Teachers	Funded by Sp Ed Services	Special Education Services	Analysis of strategies viable for our students and shared at Faculty Meeting

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

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18, 100% of students will participate in appropriate, relevant experiences to enhance their quality of life.

ANNUAL OBJECTIVE: Annually 100% of students will participate in appropriate, relevant experiences to enhance their quality of life.

DATA SOURCE(S): CBI logs, lesson plans, activity schedules, PowerSchool schedules

School Name	Planning Year 2012-13	Baseline 2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance						
Actual Performance		Baseline to be established				

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
CBI trips	Annually 2013-2018	Program Facilitator		District Funded	Lesson plans, Rosters, Funding requests, school calendar
Physical Therapy	Annually 2013-2018	Special Education Services		District Funded	IEP goals, student rosters
Occupational Therapy	Annually 2013-2018	Special Education Services		District Funded	IEP goals, student rosters
Speech Therapy	Annually 2013-2018	Special Education Services		District Funded	IEP goals, student rosters
Daily Living	Annually 2013-2018	Administration		District Funded	Schedules, Student participation data
Adaptive Environmental Science	Annually 2013-2018	Administration		District Funded	Schedules, Student participation data
Adaptive Physical Education	Annually 2013-2018	Administration		District Funded	Schedules, Student participation data
Multi-Sensory Environment	Annually 2013-2018	Administration		District Funded	Schedules
Related Arts <ul style="list-style-type: none"> • Art • Music • Adaptive Physical Education 	Annually 2013-2018			District Funded	

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 2 – QUALITY PERSONNEL Ensure quality personnel in all positions.

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

PROFESSIONAL DEVELOPMENT

FIVE YEAR PERFORMANCE GOAL: Beginning 2013-14 through 2017-18, the “Unique Learning System” Special Education curriculum will be implemented in all classrooms throughout Washington Center and Washington Center at Hollis ES (dependent on funding).

ANNUAL OBJECTIVE: Beginning in 2013-14, 100% of teachers will receive training in the use of the “Unique Learning System” Special Education curriculum (dependent on funding) and begin implementation. Ongoing training will be provided on annual basis.

DATA SOURCE(S): Training logs, Professional Development Portal, Agendas

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			100%	100%	100%	100%	100%
Actual Performance							

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
District adaptation and purchase of Unique Curriculum	6/13	Director of Special Education		Special Education Services	Washington Center use license
Introductory training in Unique Curriculum use	8/13	Administration		Special Education Services	Roster of staff attendance
Initial Training provided by Unique Curriculum representatives	8/13				
Quarterly study sessions to discuss implementation process					

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

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

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18, 100% of students will be involved in a variety of activities and events that involve the community (i.e. Special Olympics, Valentine’s Pageant, Craft Day, Walk and Roll, and CBI field trips).

ANNUAL OBJECTIVE: Students will annually participate in a variety of activities and events that involve the community.

DATA SOURCE(S): School calendar, school website, marque, brochures, media clips, school newspaper, lesson plans

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			Baseline to be established				

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
CBI trips (main campus)	9/13-5/14	Program Facilitator	Funded by district		CBI Rosters
Dog Therapy	9/13-5/14 (2 nd Tuesday monthly)	Administrative Assistant	No cost	NA	Schedule of visits, Volunteer sign-in, School check-in
Walk & Roll	4/14	PTA Board		PTA	Roster of participants, donors, brochures
Christ Church Reading Buddies	10/13-5/14 Thursdays	Administrative Assistant	No cost	NA	Attendance rosters
Attendance at partnership events	9/13-5/14	Principal	No cost	NA	Log of events
Olympic activities Challenge Day at Bob Jones University and Special Olympics at Furman University	9/13, 4/14	Administration, PE Teacher	Funded by PTA, BJU, Greenville Recreation District		Roster of attendees, schedule, programs, marquee
Boo in the School with community volunteers	10/13	Halloween Committee	No cost	NA	Schedule and Log of attendees
Christmas Activities with community volunteers	12/13	Christmas Committee	No cost	NA	Schedule and Log of attendees
Valentine Pageant and Dance with community volunteers and attendees	2/14	Valentine Committee	No cost	NA	Program and log of attendees, media clips, school website
Craft Day with community volunteers and attendees	5/14	Craft Day Committee	No cost	NA	Schedule, list of sale items, record of sales

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

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18, cameras will be used in 100% of classrooms for safety and security.

ANNUAL OBJECTIVE: During the 2013-14 school year, 36 cameras will be installed on the Washington Center campus.

DATA SOURCE(S): Camera main frame log on district server

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			100% of classrooms				
Actual Performance							

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Installation of 36 cameras	8/13	Principal/ School District	No cost to school	Greenville County School District	Camera main frame log on district server

SCHOOL RENEWAL PLAN FOR Washington Center**DATE: 2012-2013****Performance Goal Area:**☒ Student Achievement
Healthy Schools, etc.)☐ Teacher/Administrator Quality
☐ District Priority☐ School Climate (Parent Involvement, Safe and**PERFORMANCE
GOAL:**
(desired result of
student learning)

In the 2008-2013 school years, Washington Center students will maintain academic performance as evidenced by yearly IEP mastery and SC-Alt measures of academic progress.

**INTERIM
PERFORMANCE
GOAL:**

In the 2012-2013 school year, 100% of students will maintain an average of 50% or more in levels 2-4 for ELA and Math as defined for the 5 year rotation of the School Strategic Plan.

DATA SOURCE(S):

Washington Center SC-Alt Test Scores for ELA and Math

**OVERALL
MEASURES:**

	Baseline	2009	2010	2011	2012	2013
Projected Performance	50%	50%	50%	50%	50%	50%
Actual Performance	59.05%	59.05%	68.7%	76.7%	83%	

ACTION PLAN	EVALUATION
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<u>STRATEGY:</u> <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline</u> <u>Start/End</u> <u>Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of</u> <u>Implementation</u>
1. Train staff in the use and implementation of SC-Alt procedures	February	SC Department of Education, SC-Alt District Test Coordinator	No Cost to School	Special Education Services and SC Department of Education	Training Agenda, roster of attendees, evaluation comments.
2. PAS-T quarterly requirements of 4 standards per subject area for all instructional staff	Quarterly	Principal and Administrative Assistant	No cost to school	NA	PAS-T evaluation and portfolio reviews
3. Require standards listing on weekly lesson plans	Weekly	Principal and Administrative Assistant	No cost to school	NA	Evidence of listings
4. Represent school in state sponsored alternate assessment committees					
a. Serve on Advisory Committee	2 meetings yearly	DTC-Alt	No cost to school	State Department of Education	Record of meeting attendance
b. Participate in new assessment development committees	As required	DTC-Alt, Teachers	No cost to school	State Department of Education	Record of participation
c. Participate in standards-setting scoring of SC-Alt	July	DTC-Alt, Teachers	No cost to school	State Department of Education	Record of participation

5. Provide technology to enhance standards-based instruction	Sept-May	Principal, DTC-Alt	\$3,878.87 District funds, \$4,390.30 Local funds	General Funds, PMD, Communication, Donations	Record of purchases, use
6. Provide information for Common Core Standards	Sept-May	Administration	No cost to school	NA	Discussion of Common Core Standards during Faculty Meetings and resources shared

SCHOOL RENEWAL PLAN FOR Washington Center

DATE: 2012-2013

Performance Goal Area:

- ☒ Student Achievement
Healthy Schools, etc.)
- ☐ Teacher/Administrator Quality
- ☐ District Priority
- ☐ School Climate (Parent Involvement, Safe and

PERFORMANCE GOAL: (desired result of student learning)	In the 2008-2013 school years, Washington Center students will maintain academic performance as evidenced by yearly IEP mastery and SC-Alt measures of academic progress.						
INTERIM PERFORMANCE GOAL:	In the 2012-2013 school year, 95% percent of the students will maintain a mastery level of 80% or more based on IEP goals as defined for the 5 year rotation of the School Strategic Plan.						
DATA SOURCE(S):	Student IEPs, goal mastery data from Teachers						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance	95%	95%	95%	95%	95%	95%
	Actual Performance	95%	95%	95.5%	95.7%	96%	

ACTION PLAN					EVALUATION
<u>STRATEGY:</u>	<u>Timeline</u> Start/End	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Indicators of</u> <u>Implementation</u>

SCHOOL RENEWAL PLAN FOR Washington Center

DATE: 2012-2013

Performance Goal Area: Teacher/Administrator Quality

☐ Student Achievement
Healthy Schools, etc.)
 ☒ Teacher/Administrator Quality
 ☐ School Climate (Parent Involvement, Safe and
 ☐ District Priority

PERFORMANCE GOAL: (desired result of student learning)	In the 2011- 2013 school years, Washington Center will provide training to enhance staff's ability to address student behavioral needs, with 100% implementation by the 2013 school year.						
INTERIM PERFORMANCE GOAL:	In 2012 -2013 school year, 100% of all staff will be involved by participating in behavior analysis training and implement intervention strategies.						
DATA SOURCE(S):	BIP, IEP and Lesson Plans PAS-T observations Peer observations Attendance at training						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance	100%				100%	100%
	Actual Performance	100%				100%	

<u>Activity:</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Date			(academic assistance, innovation, retraining, categorical funding, etc.)	
1. Provide support through progress report reviews, IEP updates.	Quarterly	School Administrators	No cost to school	NA	Written Feedback
2. Amendment procedures for inappropriate objectives	Aug-March	Program Facilitator	No cost to school	NA	Log of Amendment Meetings
3. Due Process annual training	Aug, Sept, Oct, Feb	Program Facilitator	No cost to school	Washington Center/Special Education Services	Log of attendees and feedback comments
4. Provide technology to enhance IEP instruction	Aug-May	Principal, Program Facilitator	\$388.72 District funds, \$4,390.30 Local funds	IDEA, School District, Special Education Services, Grants	Log of purchases, use
5. Expand strategies for dealing effectively with student behavioral challenges	Aug-May	Principal, Program Facilitator, Special Ed Services	Funded by Sp Ed Services	Special Education Services	Record of staff development, FBA development, BIP achievement
6. Observe and analyze curriculum used at similar schools	Nov. 13	Administration with Committee of 5 Teachers	Funded by Sp Ed Services	Special Education Services	Analysis of strategies viable for our students and shared at Faculty Meeting

ACTION PLAN					EVALUATION
<u>STRATEGY:</u>	<u>Timeline</u> Start/End	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Indicators of</u> <u>Implementation</u>

<u>Activity</u>	Date				
1. Non – Violent Crisis Prevention Intervention (CPI)	August 17, 2012 Initial Training as Needed	Special Education Services	No cost to school	Special Education Services	Confirmation of Successful completion, in – service points
2. Applied Physical Training (Advanced Non – Violent Crisis Prevention Intervention) (APT)	Training, August 21, 2012	Special Education Services	No cost to school	Special Education Services	Confirmation of Successful completion in – service points
3. Applied Physical Training practice	Monthly beginning October 8, 2012	Special Education Services	No cost to school	Special Education Services	District Behavioral Specialist trainer observation
4. Compared number of BIP's required	May 2013	Administration	No cost to school	N/A	Graphs of BIP's 2008 -2013
5. Compare number of suspensions	May 2013	Administration	No cost to school	N/A	Graph of Suspensions 2008 - 2013
6. Training Sessions	- Non - Behavior Support July 2012 - TEACCH October 2012	Administration Special Education Services	Special Education Services	Special Education Services	Sign in rosters In-service Points
7. Behavior Strategies Implemented	2012 -2013	Administration	No cost to school	N/A	IEPs, Lesson Plans, Observations

8. Curriculum Committee Observation at NC Metro Center	11/13/2012	Administration and committee of 5 teachers	Funded by Special Education Services	Special Education Services	Analysis of strategies viable for our students and shared at Faculty Meeting.
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SCHOOL RENEWAL PLAN FOR Washington Center

DATE: 2012-2013

Performance Goal Area:

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ District Priority

PERFORMANCE GOAL: (desired result of student learning)	In the 2011-2013 school years, Washington Center will increase volunteer hours for service to students.						
INTERIM PERFORMANCE GOAL:	In the 2012-2013 school year, Washington Center will increase volunteer hours by 100.						
DATA SOURCE(S):	Simple Track volunteer printouts for the year						
OVERALL MEASURES:		Baseline	2009	2010	2011	2012	2013
	Projected Performance	1654.58	1654.58	7501.58	9931.98	5445.38	5628.50
	Actual Performance	1654.58	7401.58	9831.98	5345.38	5528.50	

ACTION PLAN					EVALUATION
<u>STRATEGY:</u>	<u>Timeline</u>	<u>Person</u>	<u>Estimated</u>	<u>Funding</u>	<u>Indicators of</u>
<u>Activity:</u>	<u>Start/End</u>	<u>Responsible</u>	<u>Cost</u>	<u>Source</u>	<u>Implementation</u>
<ol style="list-style-type: none"> 1. Open volunteer opportunities to other schools 2. Create business partners 3. Invite more students to volunteer at each event at Washington Center 4. Include staff volunteer hours spent on behalf of our students 	8/22/12 to 6/6/13	Principal and Administrative Assistant	N/A	N/A	Boo in the School Reading Buddies Furman/Bob Jones Special Olympics Valentine's Dance Dog Therapy Craft Day Nursing, OT/PT, Furman practicum students Christmas Program Walk and Roll Parent Night PTA Video Letters sent to businesses and schools Creation of Volunteer Form for staff

EVALUATION OF ACTION PLAN 2012-13

<u>Goals and Strategies for 2012-13</u>	<u>Effectiveness of Strategies and Next Steps</u>
GOAL 1: In the 2008-2013 school years, Washington Center students will maintain academic performance as evidenced by yearly IEP mastery and SC-Alt measures of academic progress.	
OBJECTIVE 1: During the 2012-2013 school year, one- hundred percent of the students participating in SC-Alt will maintain an average of 50% or more in levels 2-4 for ELA and Math as defined in the 5 year rotation of the School Strategic Plan.	
STRATEGIES <ol style="list-style-type: none"> 1. Train staff in the use and implementation of SC-Alt procedures 2. PAS-T quarterly requirement of 4 standards per subject area for all instructional staff 3. Require standards listings on weekly lesson plans 4. Represent school in state-sponsored alternate assessment committees <ol style="list-style-type: none"> a. Serve on Advisory Committee b. Participate in new assessment development committees c. Participate in standards- setting scoring of SC-Alt 5. Purchase standards-based instructional materials for ELA 6. Provide technology to enhance standards-based instruction 7. Implement standards-based instructional materials for Math 8. Begin Orientation in Common Core Standards 	<ol style="list-style-type: none"> 1. New SC-Alt testers attended a Regional Training session on January 14, 2013. Refresher training will be attended by all SC-Alt testers on February 25th, 26th, and 27th. 2. All faculty members are required to list the standards addressed each quarter and place in PAS-T notebook in section 8. 3. All faculty members are required to list all standards addressed in weekly lesson plans. Weekly lesson plans are sent electronically to Dr. Brownlee and Ms. Thigpen. Note ELA and Math standards implementation during observations. 4. Washington Center is represented by Ms. Thigpen (District Testing Coordinator for SC-Alt) 5. Additional ELA materials will be added to Media Center for check out. 6. Technology classes have been offered for interested faculty. Additional classes will be offered throughout the school year. 7. Additional Math materials will be added to Media Center for check out. 8. Discussion of Common Core during Faculty Meetings and provision of information.

<p>OBJECTIVE 2: During the 2012-2013 school year, ninety-five percent of the students will maintain a mastery level of 80% or more based on IEP objectives as defined for the 5 year rotation of the School Strategic Plan.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Provide support through progress report reviews, IEP updates. 2. Amendment procedures for inappropriate objectives 3. Due Process annual training 4. Provide technology to enhance IEP instruction 5. Revise and issue technology needs survey 6. Expand strategies for dealing effectively with student behavioral challenges 7. Include all related arts and services in support or IEP instruction for all students. 8. Committee to observe at North Carolina Metro Center and other facilities information on special needs curriculum. 	<ol style="list-style-type: none"> 1. Progress reports and interim progress reports are turned into administration for review prior to sending them home to parents. 2. Amendment procedures have been presented to the faculty through in services by Linda Hill. 3. Linda Hill will provide Due Process annual training. 4. Technology classes have been offered for interested faculty. Additional classes will be offered throughout the school year. 5. Provide training for behavioral support for all staff are led by the district behavioral specialist. 6. Inclusion of all students in related arts and services for IEP instructional support. 7. Curriculum Committee visited Metro Center in Charlotte November 13, 2012. 8. Annual Review Training will be scheduled for Spring 2013 <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Maintain current goal. 2. Continue to implement current strategies. 3. Provide related arts and services strategies to include IEP goals for instruction. 4. Utilization of technology to enhance IEP instruction. 5. Share with staff analysis of Metro Center and other facilities for curriculum opportunities.

<p>GOAL 2: In the 2011-2013 school years, Washington Center will provide training to enhance staff's ability to address student behavioral needs.</p>	
<p>OBJECTIVE 1: In 2012 -2013 school year, 100% of all staff will be involved by participating in behavior analysis training and implement strategies.</p>	<p>Note: This goal was implemented during the 2011-2012 school year in response to staff survey needs for training in behavioral support.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Non-Violent Crisis Prevention Intervention (CPI) 2. Applied Physical Training (Advanced Non-Violent Crisis Prevention Intervention) (APT) 3. Applied Physical Training practice 4. Training TEACCH 10/12 through district 5. Implementation of behavioral support strategies during instruction 6. Teachers train staff in use 7. Curriculum committee visited Metro Center in Charlotte, NC 11/13/12 and other facilities. 	<ol style="list-style-type: none"> 1. CPI Refresher training for staff conducted on August 17, 2012 and initial training for new employees was scheduled as needed. 2. Annual APT training was provided on August 21, 2012. 3. Second Wednesday of each month, APT training and practice scheduled and held. 4. Analyze and share strategies observed at NC Metro Center. <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Evaluate effectiveness through reduced need of APT, suspensions, and decreased number of FBAs and BIPs 2. Request to continue school-wide Behavior Analysis Training 3. Encourage staff to attend district-wide training related to behavior intervention strategies 4. Continue CPI and APT participation 5. Continue grouping students according to individual behavioral needs 6. Continue to schedule the district behavior specialist to provide on campus consultations monthly 7. Curriculum Committee continues research into appropriate curriculum program for Washington Center.
<p>GOAL 3: In the 2011-2013 school years, Washington Center will increase volunteer hours for service to students.</p>	

<p>OBJECTIVE 1: In the 2012-2013 school year, Washington Center will increase volunteer hours by 100.</p>	
<p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Open volunteer opportunities to other schools 2. Create business partners 3. Invite more student volunteers to each event at Washington Center 4. Include staff volunteer hours spent on behalf of our students 5. Add School Check-in System to our Washington Center @ Hollis campus 	<ol style="list-style-type: none"> 1. Christ Church students used for Valentine's Pageant, Reading Buddies, Craft Day, Boo in the School 2. Created business partnerships with 17 businesses and 82 individual and corporate donors through the Walk & Roll. 3. Invited Christ Church and Furman University students to escort students in Valentine's Day Pageant, St. Mary's students helping make crafts for Craft Day 4. Decorated tree for Festival of Trees, purchasing supplies for classrooms, Walk & Roll, Relay for Life 5. Added during third quarter of 2012-2013 school year. <p>Next Steps</p> <ol style="list-style-type: none"> 1. Establish a contact with neighboring schools <ul style="list-style-type: none"> • Continue to cooperative activity opportunities with neighboring schools • Analyze the number of volunteer hours per service category 2. Continue to invite neighboring schools to be involved by contributing to projects such as Craft Day and classroom activities <ul style="list-style-type: none"> • Continue to cooperate activity opportunities • Invite Sara Collins to participate with our activities and

	<p>share in their activities</p> <p>3. Recruit company partnerships</p> <ul style="list-style-type: none"> • Continue sending letters ,making phone calls and visiting potential sponsors • Show PTA sponsored video and invite companies to participate and sponsor Walk and Roll <p>4. Inform and encourage staff of the opportunity to have volunteer hours included in the system</p> <ul style="list-style-type: none"> • Staff to complete Verification of Volunteer Hours form and turn into Administrative Assistant for approval • Survey staff for additional ideas for volunteer opportunities <p>5. Add Volunteer hours from our Washington Center @ Hollis location form the School-Check-in System</p> <ul style="list-style-type: none"> • Include Washington Center @ Hollis volunteer hours in our volunteer hour summary • Encourage Washington Center @ Hollis to enlist volunteers
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EVALUATION OF ACTION PLAN 2008-13

<u>Goals and Strategies for 2008-13</u>	<u>Effectiveness of Strategies and Next Steps</u>
<p>GOAL 1: In the 2008-2013 school years, Washington Center students will maintain academic performance as evidenced by yearly IEP mastery and SC-Alt measures of academic progress.</p>	
<p>OBJECTIVE 1: During the 2012-2013 school year, one-hundred percent of the students participating in SC-Alt will maintain an average of 50% or more in levels 2-4 for ELA and Math as defined in the 5 year rotation of the School Strategic Plan.</p> <p>2011-12 Objective: One- hundred percent of the students participating in SC-Alt will maintain an average of 50% or more in levels 2-4 for all subject areas as defined in the 5 year rotation of the School Strategic Plan.</p>	<p>*Objective 1 was changed to include both ELA and Math for the 2011-12 school year per district requirements.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Train staff in the use and implementation of SC-Alt procedures 2. PAS-T quarterly requirement of 4 standards per subject area for all instructional staff 3. Require standards listings on weekly lesson plans 4. Represent school in state-sponsored alternate assessment committees <ol style="list-style-type: none"> a. Serve on Advisory Committee b. Participate in new assessment development committees c. Participate in standards- setting scoring of SC-Alt 5. Purchase standards-based instructional materials for Social Studies 6. Provide technology to enhance standards-based instruction 7. Purchase standards-based instructional materials for Biology 8. ELA and Math emphasis for PAS-T observations 	<ol style="list-style-type: none"> 1. New SC-Alt testers attended a Regional Training session on January 14, 2013. A refresher training will be attended by all SC-Alt testers on February 25th, 26th, and 27th. 2. All faculty members are required to list the standards addressed each quarter and place in PAS-T notebook in section 8. 3. All faculty members are required to list all standards addressed in weekly lesson plans. Weekly lesson plans are sent electronically to Dr. Brownlee and Ms. Thigpen. 4. Washington Center is represented by Ms. Thigpen (District Testing Coordinator for SC-Alt). 5. Social Studies materials were researched for effectiveness and purchased 6. Technology classes have been offered for interested

	<p>faculty. Additional classes were offered throughout the school year through the district. Promethean Boards and iPads are regularly used for instruction</p> <ol style="list-style-type: none"> 7. Biology materials were researched for effectiveness and purchased 8. Note ELA and Math standards implementation during PAS-T observations. <p>Next steps:</p> <ol style="list-style-type: none"> 1. Continue goal for ELA and Math focus. 2. Continue current strategies for support. 3. Begin the conversion to Common Core standards with staff workshops and district training. 4. Implement Special Education Curriculum program
GOAL 1: In the 2008-2013 school years, Washington Center students will maintain academic performance as evidenced by yearly IEP mastery and SC-Alt measures of academic progress	
OBJECTIVE 2: 2012-13 Objective: Ninety-five percent of the students will maintain a mastery level of 80% or more based on IEP objectives as defined for the 5 year rotation of the School Strategic Plan.	
STRATEGIES <ol style="list-style-type: none"> 1. Provide support through progress report reviews, IEP updates 2. Amendment procedures for inappropriate objectives 3. Due Process annual training 4. Provide technology to enhance IEP instruction 5. Expand strategies for dealing effectively with student behavioral challenges 6. Include all related arts and services in support for IEP instruction 	<ol style="list-style-type: none"> 1. Progress reports and interim progress reports are turned into administration for review prior to sending them home to parents. 2. Amendment procedures have been presented to the faculty through in services by Linda Hill. 3. Linda Hill will provide Due Process annual training. 4. Technology classes have been offered for interested faculty. Additional classes were offered throughout the

for all students	<p>school year through the district. Promethean Boards and iPads are regularly used for instruction</p> <ol style="list-style-type: none"> 5. Monthly behavioral support meeting for all staff are led by the district behavioral specialist during the 2011-12 school year, with implementation of strategies during the 2012-13 school year. 6. Inclusion of all students in related arts and services for IEP instructional support <p>Next steps:</p> <ol style="list-style-type: none"> 1. Maintain current goal. 2. Continue to implement current strategies and instructional support. 3. Provide related arts and services strategies to include IEP goals for instruction. 4. Implement Special Education Curriculum program
Old GOAL 2: * In the 2008-2011 school year, Washington Center certified staff will maintain highly qualified status and technology proficiency.	*Note: Goal changed during the 2011-2012 school year because mastery was reached and staff need for training in behavior support strategies.
Old OBJECTIVE 1: In 2010-2011 school year, 100% of all Washington Center certified staff will maintain highly qualified status.	Note: 100% of all Washington Center certified staff maintained highly qualified status in the 2010-2011 school year.
STRATEGIES <ol style="list-style-type: none"> 1. Successful completion of ADEPT requirements for Annual teachers 2. Provide guidance in certificate updates, renewals, course/in-service opportunities 3. Active recruitment of qualified teachers to fill vacancies. 4. Create Mentoring program for Induction teachers 5. Yearly evaluation through PAS-T 	<ol style="list-style-type: none"> 1. Successful completion of ADEPT requirements for Annual teachers (finished) 2. Provide guidance in certificate updates, renewals, course/in-service opportunities (finished) 3. Active recruitment of qualified teachers to fill vacancies (finished) 4. Create Mentoring program for Induction teachers

6. Cycle 5 completion through PAS-T criteria 7. Verification of valid teaching certificate with Highly Qualified status	(finished) 5. Yearly evaluation through PAS-T (finished) 6. Cycle 5 completion through PAS-T criteria (finished) 7. Verification of valid teaching certificate with Highly qualified status (finished) Next Steps: 1. Goal 2 Objective 1 has been discontinued due to goal being met. Goal 2 Objective 1 has been replaced with training to enhance staffs' ability to address student behavioral needs.
Old GOAL2: *In the 2008-2013 school year, Washington Center certified staff will maintain highly qualified status.	*Goal changed during the 2011-2012 school year because of certified staff maintained highly qualified status in the 2010-2011 school year and attainment of this goal.
Old OBJECTIVE 2: In the 2010-2011 school year, 100% of all Washington Center certified staff will maintain technology proficiency.	
STRATEGIES: 1. Offer 1 hour of website training 2. Offer 2 hours of augmentative communication training 3. Offer 2 hours of Boardmaker training as needed 4. Offer 2 hours of Promethean Board training 5. Complete Intel Course 6. Verification of Technology Proficiency 7. Offer 2 hours of Windows 7 and Office 10 training	1. Offer 1 hour of website training (finished) 2. Offer 2 hours of augmentative communication training (finished) 3. Offer 2 hours of Boardmaker training as needed (finished) 4. Offer 2 hours of Promethean Board training (finished) 5. Complete Intel Course (finished) 6. Verification of Technology Proficiency (finished) 7. Offer 2 hours of Windows 7 and Office 10 training (finished) Next Steps: 1. Goal 2 Objective 2 has been discontinued due to goal being met. Goal 2 Objective 2 has been replaced with training to enhance staffs' ability to address student behavioral needs.

<p>NEW GOAL 2: In the 2011-2013 school years, Washington Center will provide training to enhance staff's ability to address student behavioral needs.</p>	<p>Note: This goal and objective replaced the previous 2008-2010 staff development goal due to the identified need for behavior support training and completion of the previous goal.</p>
<p>New OBJECTIVE 1: In 2012 -2013 school year, 100% of all staff will be involved by participating in behavior analysis training and implement strategies.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Non-Violent Crisis Prevention Intervention (CPI) 2. Applied Physical Training (Advanced Non-Violent Crisis Prevention Intervention) (APT) 3. Applied Physical Training practice 4. Training TEACCH 10/12 through district 5. Implementation of behavioral support strategies during instruction 6. Curriculum committee visited Metro Center in Charlotte, NC 11/13/12 and other facilities. 	<ol style="list-style-type: none"> 1. CPI Refresher training for staff conducted on August 17, 2012 and initial training for new employees was scheduled as needed. 2. Annual APT training was provided on August 21, 2012. 3. Second Wednesday of each month, APT training and practice scheduled and held. 4. Certified Staff participated in a 2 day TEACCH training October 18-19, 2012. 5. Strategies implemented in classrooms <ul style="list-style-type: none"> • BIPs have been developed based on Behavioral Support Strategies • Behavior Specialist provides support to classroom teachers as needed. • Teachers share strategies for addressing individual student behaviors with classroom staff and related teachers. • Teachers implement TEACCH strategies in classroom activities as noted through observations and lesson plans. 6. Analyze and share strategies observed at NC Metro Center and other facilities. <p>Next Steps:</p>

	<ol style="list-style-type: none"> 1. Evaluate effectiveness through reduced need of APT, suspensions, and decreased number of FBAs and BIPs 2. Request to continue school-wide Behavior Analysis Training 3. Encourage staff to attend district-wide training related to behavior intervention strategies 4. Continue CPI and APT participation 5. Continue grouping students according to individual behavioral needs 6. Continue to schedule the district behavior specialist to provide on campus consultations monthly 7. Curriculum Committee continues research into appropriate curriculum program for Washington Center.
Old GOAL 3: In the 2010-2011 school year, Washington Center staff will improve school climate by enhancing parent and community involvement.	Note: This goal and objective were replaced with a more appropriate community involvement goal during the 2011-2013 school years.
Old OBJECTIVE 1: An improved perception for home/school communication as measured by a .5% yearly increase in the Strategic Plan Parent Survey.	
STRATEGIES: <ol style="list-style-type: none"> 1. Conduct IEP conferences 2. Continue Meet Your Teacher day 3. Offer parent support seminar 4. Continue family activity opportunities 5. Offer parent classroom involvement activities 6. Create teacher websites for parent contacts/communication 7. Encourage PTA/SIC membership, attendance 8. Continue BIGmack Literacy Program 9. Host Washington Center "Walk and Roll" community awareness event 	<ol style="list-style-type: none"> 1. All parents were contacted for conferences 2. Held Meet Your Teacher day August 12, 2010 3. Parent support seminars were not created or requested 4. Held Parent Night, Walk and Roll, Craft Day, 5. Parents were invited for Thanksgiving lunch and CBI trips with classes. 6. All teachers created websites for the 2010-2011 school year 7. PTA membership was at 120 for the 2010-2011 school year. Average attendance for meetings was approximately 8-10 per monthly meeting.

<p>10. Invite families to attend special events such as Valentine's pageant, Craft Day, Awards Day, etc.</p> <p>11. Write more quantifiable teacher comments on progress reports</p>	<p>8. Washington Center had 46 students participate in the 2010-2011 school year.</p> <p>9. Washington Center hosted "Walk and Roll" on April 9 2011 at the Clemson University ICAR Center</p> <p>10. Walk and Roll hosted April 9, 2011. Parents and community members were invited to attend. Also hosted Valentine's pageant and Craft Day. Parents were invited to these events also. Parents were also invited to attend Special Olympics at Furman (spring) and Bob Jones (fall) universities.</p> <p>11. Teachers are required to write quantifiable comments on progress reports</p> <p>Next step: The committee, with advice from district and school-level administration, decided to discontinue this goal and replace it with a new goal for the 2011-2012 school year. This change was made due to a decline in the economy. Grants and donations have seen a decline in recent years. A new goal will also have a more direct impact on students and the community.</p> <p>New goal: In the 2011-2012 school year, Washington Center will increase volunteer hours for service to students.</p>
<p>Old GOAL 3: In the 2010-2011 school year, Washington Center staff will improve school climate by enhancing parent and community involvement.</p>	<p>Note: This goal and objective were replaced with a more appropriate community involvement goal during the 2011-2013 school years.</p>
<p>Old OBJECTIVE 2: Seek financial support through grants or business partnerships to fund school needs as measured by the number of completed funding applications, increasing by one yearly.</p>	
<p>STRATEGIES:</p> <p>1. PTA sponsored mini grants</p>	<p>1. Nine grants were approved by the PTA</p> <p>2. No individual classroom grants were requested during</p>

<ol style="list-style-type: none"> 2. Individual teacher classroom grants 3. Recruit donation partnerships 4. Write grants for school wide needs 5. Create school/teacher websites for community contacts 6. Provide opportunities for community businesses to participate in activities 7. Washington Center “Walk and Roll” community awareness event 	<p>the 2010-2011 school year</p> <ol style="list-style-type: none"> 3. Washington Center established or maintained 17 partnerships during the school year 4. Three school wide grants were accepted: <ul style="list-style-type: none"> • Bi-Lo • Knights of Columbus/Operation Hope • Greenville Women Giving 5. All teachers created a website 6. The Klaver Club assisted with <ul style="list-style-type: none"> • Walk and Roll • Family Night • Joining PTA • Providing Christmas gifts for students, Hairspray provided discounts on haircuts for students, Christ Church Episcopal School provided reading buddies and assisted with many volunteer opportunities, including Boo in the School, Valentine’s pageant and Craft Day 7. The Walk and Roll was held April 9, 2011. Two hundred and fifty people participated. <p>Next step: The committee, with advice from district and school-level administration, decided to discontinue this goal and replace it with a new goal for the 2011-2012 school year. This change was made due to a decline in the economy. Grants and donations have seen a decline in recent years. A new goal will also have a more direct impact on students and the community.</p> <p>New goal: In the 2011-2012 school year, Washington Center</p>
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	will increase volunteer hours for service to students.
New GOAL 3: In the 2011-2013 school years, Washington Center will increase volunteer hours for service to students.	Note: This goal and objective replaced the previous community involvement goal and objective.
New OBJECTIVE 1: In the 2012-2013 school year, Washington Center will increase volunteer hours by 100.	
STRATEGIES: <ol style="list-style-type: none"> 1. Open volunteer opportunities to other schools 2. Create business partners 3. Invite more student volunteers to each event at Washington Center 4. Include staff volunteer hours spent on behalf of our students 5. Add School Check-in System to our Washington Center @ Hollis campus 	<ol style="list-style-type: none"> 1. Christ Church students used for Valentine's Pageant, Reading Buddies, Craft Day, Boo in the School 2. Created business partnerships with 17 businesses and 82 individual and corporate donors through the Walk & Roll. 3. Invited Christ Church and Furman University students to escort students in Valentine's Day Pageant, St. Mary's students helping make crafts for Craft Day 4. Decorated tree for Festival of Trees, purchasing supplies for classrooms, Walk & Roll, Relay for Life 5. Washington Center @ Hollis volunteer points added during third quarter of 2012-2013 school year. <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Establish a contact with neighboring schools. <ul style="list-style-type: none"> • Continue to cooperative activity opportunities with neighboring schools • Analyze the number of volunteer hours per service category 2. Continue to invite neighboring schools to be involved by contributing to projects such as Craft Day and classroom activities <ul style="list-style-type: none"> • Continue to cooperate activity opportunities • Invite Sara Collins to participate with our activities

	<p>and share in their activities</p> <p>3. Recruit company partnerships</p> <ul style="list-style-type: none"> • Continue sending letters, making phone calls and visiting potential sponsors • Show PTA sponsored video and invite companies to participate and sponsor Walk and Roll <p>4. Inform and encourage staff of the opportunity to have volunteer hours included in the system</p> <ul style="list-style-type: none"> • Staff to complete Verification of Volunteer Hours form and turn into Administrative Assistant for approval • Survey staff for additional ideas for volunteer opportunities <p>5. Add Volunteer hours from our Washington Center @ Hollis location form the School-Check-in System</p> <ul style="list-style-type: none"> • Include Washington Center @ Hollis volunteer hours in our volunteer hour summary • Encourage Washington Center @ Hollis to enlist volunteers
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Washington Center

2 Betty Spencer Drive
Greenville, SC 29607

Grades	PK-12 Elementary School	
Enrollment	137 Students	
Principal	Dr. Wanda Brownlee	864-355-0250
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

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

SOUTH CAROLINA PERFORMANCE VISION

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

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

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

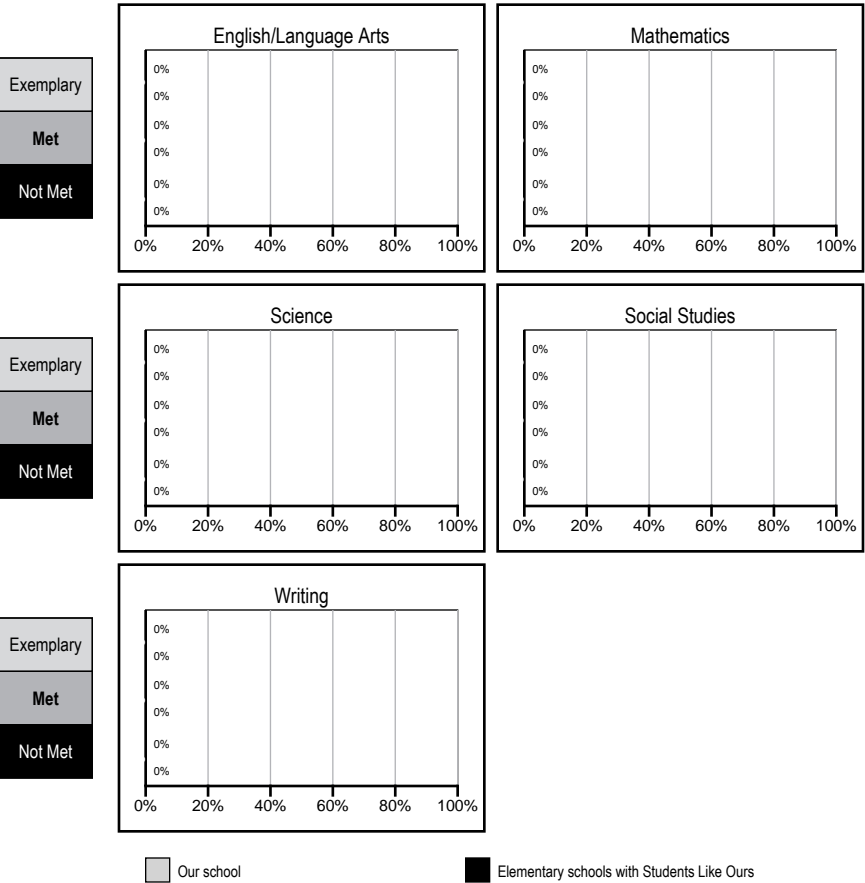
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=137)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	12.9%	Down from 15.6%	1.2%	1.0%
Attendance rate	91.1%	Down from 92.4%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	Up from 53.8%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.8%	Down from 92.8%	85.3%	88.7%
Teacher attendance rate	92.1%	Up from 91.4%	95.5%	95.1%
Average teacher salary*	\$46,234	Down 3.9%	\$45,007	\$47,210
Professional development days/teacher	11.3 days	Up from 10.9 days	9.5 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	5.5 to 1	Up from 5.3 to 1	18.1 to 1	20.0 to 1
Prime instructional time	82.9%	Down from 85.6%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$26,184	Down 5.5%	\$8,386	\$7,247
Percent of expenditures for instruction**	76.3%	Up from 75.5%	66.0%	68.2%
Percent of expenditures for teacher salaries**	76.0%	Up from 75.1%	62.9%	65.7%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Washington Center, located in Greenville, South Carolina, is a separate public school serving students exhibiting severe mental and physical disabilities. Students have co-existing disabilities such as autism, blindness, deafness, speech deficits, and motor impairments. Significant cognitive disabilities and compounding health issues are factors impacting student progress and attendance. Enrolled students reside throughout the Greenville County School District with special transportation provided. Staffing Due Process Committees comprised of parents, administrators, classroom teachers and therapists develop Individualized Educational Plans as the basis for curriculum. Following federal Due Process criteria, recommendations are made for placement at Washington Center. Students attending Washington Center range in ages from three to 21, grades pre-kindergarten through twelve. On a separate campus, Washington Center @ Hollis serves the qualifying pre-school special needs students, aged three through seven. During the 2011-2012 school year, Washington Center served a combined 137 students with nineteen self-contained classroom teachers, one homebound teacher and 43 Para-professionals. Support staff includes a Hortitherapy specialist and a Daily Living instructor as well as Art, Music and Adapted Physical Education teachers. Staff members also incorporate four administrators, office secretary and clerk, a Media Specialist, Therapists (physical, occupational and speech), custodial and cafeteria personnel, two registered nurses, six licensed practitioner nurses and two orderlies. Vision, orientation/mobility, and hearing services are available on an itinerant basis for qualifying students. Washington Center occupied its current main campus in 2005 as a prototype, state-of-the-art facility for special needs instruction. The main campus includes: eighteen specialized classrooms, multisensory suite, multi-purpose gym, media center, art and music classrooms, Hortitherapy area with greenhouse, Daily Living classroom, instructional kitchens, and speech lab. In a mirrored configuration, Washington Center @ Hollis offers an early education setting of six classrooms, a multi-sensory suite, and therapy area. Handicapped accessible playgrounds on both campuses provide appropriate adapted recreation. Students have access to the state curriculum through Extended Academic Standards instruction with evaluation via the South Carolina Alternate Assessment. The school offers specialized curriculum such as the Mobility Opportunities via Education (M.O.V.E.), Hortitherapy and Daily Living programs, with learning access through augmentative communication and assistive technology. Technology is integrated through touch screen adapted computers along with the use of Smart and Promethean Boards. Students participate in Special Olympics and Challenge Day. The Carolina Therapy Dogs team provides monthly interactive sessions with certified, trained pets. Inclusion activities are shared with neighboring regular education schools. Volunteerism from area schools, colleges and the community is promoted along with numerous business partnerships. The annual Walk and Roll PTA sponsored fund raiser inspires community involvement. All programs are tailored to meet individual student needs. The school's emphasis on functionality brings the motto to fruition: "Those You Think Cannot...Can!" The mission of Washington Center is to provide opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs and creating a partnership with home, school, and community. Dr. Wanda Brownlee is the current Washington Center principal with Mrs. Carla Burkhardt serving as the PTA President.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	79.4
Overall Grade Conversion	C

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

Accountability Indicator for Title I Schools

Washington Center school has been designated as a:

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	91.1%	94.0%*	No

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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SC-ALT, ELA

All Students	466.8	462.1	455.5	449.7	100.0	100.0
Male	457.8	453.1	444.4	457.5	100.0	100.0
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	466.8	462.1	455.5	449.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	472.3	478.6	456.6	463.2	100.0	100.0
Annual Measurable Objective (AMO)	453.0	453.0	453.0	453.0	95.0	95.0

SC-ALT, Math

All Students	437.1	447.7	413.6	439.5	100.0	100.0
Male	474.7	482.7	443.9	467.8	100.0	100.0
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	437.1	447.7	413.6	439.5	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	455.9	468.5	464.4	442.5	100.0	100.0
Annual Measurable Objective (AMO)	461.0	461.0	461.0	461.0	95.0	95.0

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	11	100	N/AV	N/AV	N/AV	27.3
	4	17	100	N/AV	N/AV	N/AV	18.8
	5	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
2012	3	6	I/S	I/S	I/S	I/S	I/S
	4	11	100	63.6	27.3	9.1	36.4
	5	16	100	N/AV	N/AV	N/AV	37.5
	6	8	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Mathematics							
2011	3	11	100	N/AV	N/AV	N/AV	36.4
	4	17	100	N/AV	N/AV	N/AV	18.8
	5	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
2012	3	6	I/S	I/S	I/S	I/S	I/S
	4	11	100	81.8	9.1	9.1	18.2
	5	16	100	N/AV	N/AV	N/AV	12.5
	6	8	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Science							
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	25
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
2012	3	3	I/S	I/S	I/S	I/S	I/S
	4	11	100	54.5	36.4	9.1	45.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	5	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	12.5
	5	4	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
2012	3	4	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	7	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	9	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	11	0	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	17	0	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	11	0	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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Home > Data > Esea > 2012 > ESEA / Federal Accountability System

2012 - ESEA / Federal Accountability System

GREENVILLE > WASHINGTON CENTER SPECIAL

Overall Weighted Points Total 79.4
 Overall Grade Conversion C
 Points Total - SC-ALT Middle Grades 57

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

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

2012 Annual Measurable Objectives (AMO)

Note:

SC-ALT scores were included in the calculations where appropriate.

* - 4 = Insufficient sample size (fewer than 30 students)

* - 6 = There is no available test data for this school

	Elementary School	Middle School	High School
English Language Arts (ELA)	630	624	223
Math	630	624	220
Science / Biology	630	624	76
Social Studies / History	630	624	71
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	73.1

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