

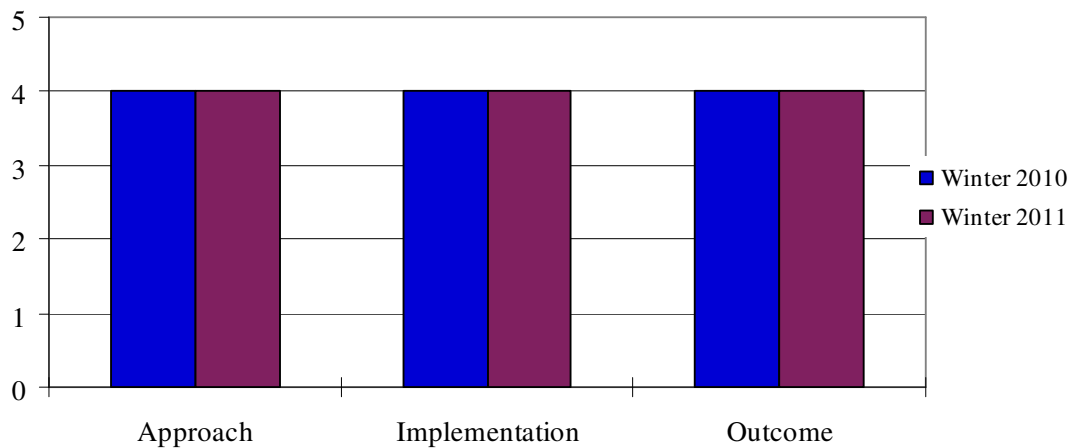
**WASHINGTON CENTER
GREENVILLE COUNTY SCHOOLS
GREENVILLE, SC**

CONTINUOUS IMPROVEMENT CONTINUUMS BASELINE ASSESSMENT

1. Winter: February 2011

In February 2011 the faculty of Washington Center was given the Education for the Future Continuous Improvement Continuum. Teachers conferred with their instructional teams and agreed upon a number that represented where the school was for each element, one through five. The teams reflected on the previous ratings and the current opinions brought about by both changes and improvements. The ratings were totaled and reviewed within the School Achievement Committee. The ratings and brief discussion for each Continuous Improvement Continuum follow.

Information & Analysis



Information and Analysis

February 2010, Washington Center staff rated our school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Information and Analysis. In February 2011 the staff rated the school the same. Staff continues to agree that there is reliance on hard data including subgroups as the basis for decision at the school and classroom level. The staff also agreed that data are used to improve the effectiveness of teaching strategies on all student learning. Historical performances are graphed and used for diagnostics. Student evaluations and performances are analyzed by all classrooms. An information system is in place. Positive trends begin to appear school wide and in many classrooms. There is evidence that these results are caused by understanding and effectively using the data collected.

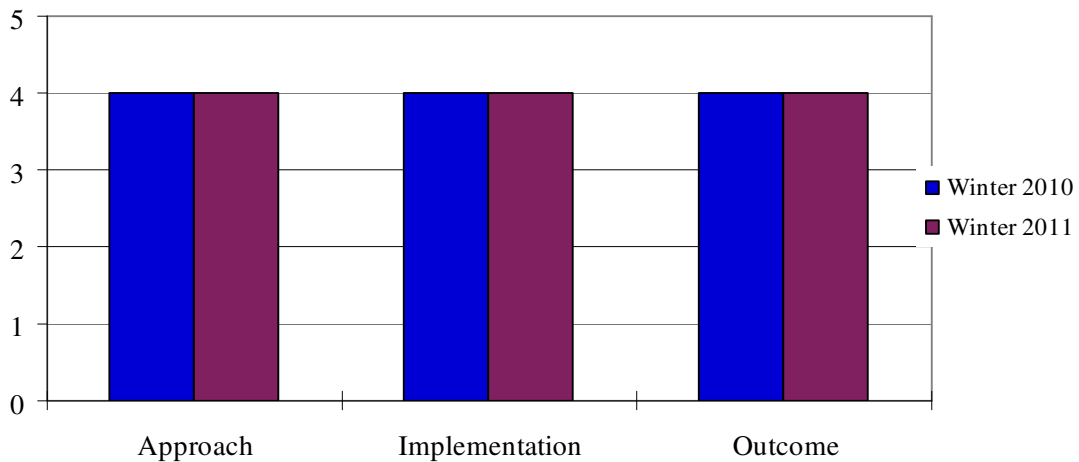
Next Steps

As a result of our survey and comments, our staff is faced with an introspective analysis in responding to the discovered concerns. Our tasks are to:

- Explore reasons for poor staff morale and institute strategies and activities to increase morale.
- Continue regular meetings with the principal for non-certified staff during the school day and encourage them to schedule conferences with administrators and supervisory teachers when necessary.
- Extend invitations to families to attend the numerous events and special campus activities.

- Share productive communication strategies for home/school.
- Elicit from parents ideas about improved peer interaction for our students.
- Continue to improve the school's report cards/progress reports.
- Revise the statement on the parent survey form that reads: "I agree with my child's Behavior Intervention Plan" or place it in a separate section for those who have a child with a plan.

Student Achievement



Student Achievement

Washington Center staff rated our school a 4 in Approach, 4 in Implementation, and 4 in Outcome with respect to Student Achievement in both 2010 and 2011. Staff believes that student achievement data is being used appropriately and effectively to improve student learning. Staff also considers that Washington Center teachers work together to put into practice instruction and strategies that are appropriate for our students in order to meet learning standards. All updates confirm the staff's strong belief that our program supports teachers in their abilities to implement strategies that help students to achieve their potential for independence and quality of life. Opinions concurred that we are approaching student achievement with the belief that we can exceed expectations for our disabled population. As a whole, our staff believes student achievement is evident, as well as the morale, attendance, and behavior of Washington Center students.

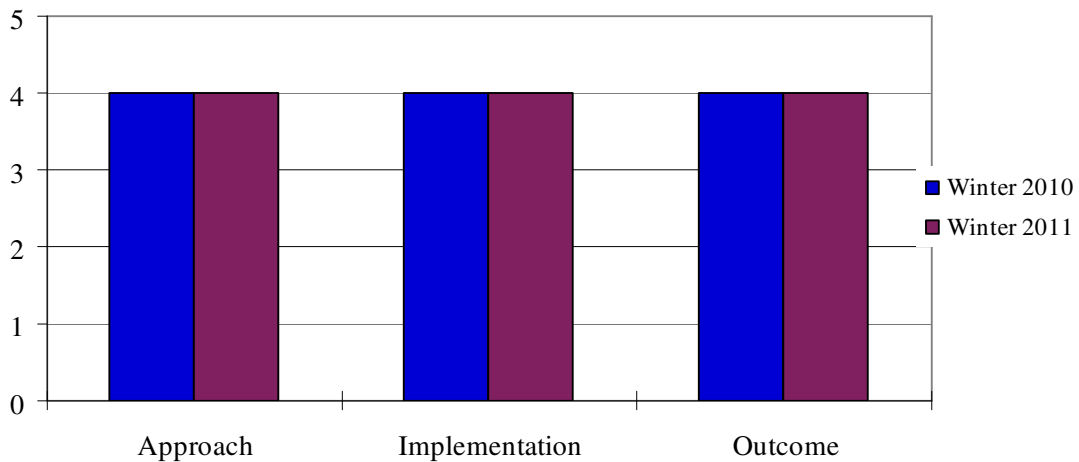
Next Steps

We must continue to gather, disaggregate and analyze our student IEP and SC Alt achievement data, along with questionnaire results and demographic data. Data from previous years suggests that IEP formulation and instruction using a team approach should result in achievement improvement. Thus far, information has suggested staff training to prepare for anticipated student needs. Our team has decided that our subsequent focus for attaining student progress should be to:

- Continue the emphasis of making IEP objectives relevant, task-analyzed, and attainable.
- Continue the process of co-writing and instruction of related service IEP objectives.

- Provide training and support for teachers in the administration of the SC-Alternate Assessment.
- Provide quarterly IEP and standards-based instruction progress reviews with Instructional Teams and Administrators.
- Provide intense and consistent support for new teachers in all aspects of student instruction.
- Prepare for the Hispanic population by implementing cultural and communication strategies to serve the representative students and families.
- Include representation in the SC-Alt committees' decision making.
- Provide concentrated support for social studies standards instruction and include biology for high school grades.
- Insure that standards-based instruction is regularly implemented through the inclusion of standards listed on lesson plans.
- Team instruct in standards by requiring that related arts and services be accountable for standards-based instruction through PAS-T requirements.
- Research support training to enhance behavior management strategies.
- Training and instructional strategies for severe/profound using standards-based instruction.

Quality Planning



Quality Planning

In both 2010 and 2011 Washington Center staff rated our school a 4 in Approach, 4 in Implementation and a 4 in Outcome with respect to Quality Planning. We agree our approach is effective in planning strategies for student achievement, teacher quality and parent and community involvement. We have formulated plans on how to implement these goals which include teaching skills for independence and community involvement by addressing the students' individual needs. All Washington Center certified staff is committed to maintaining highly qualified status and achieving technology proficiency. It is evident by having skilled staff and effective parent/community support that our student achievement results will remain high. The survey results indicate that our goals have been productive and produced favorable outcomes for student achievement, teacher quality and parent and community involvement. Washington Center staff will continue to plan ways to improve our program

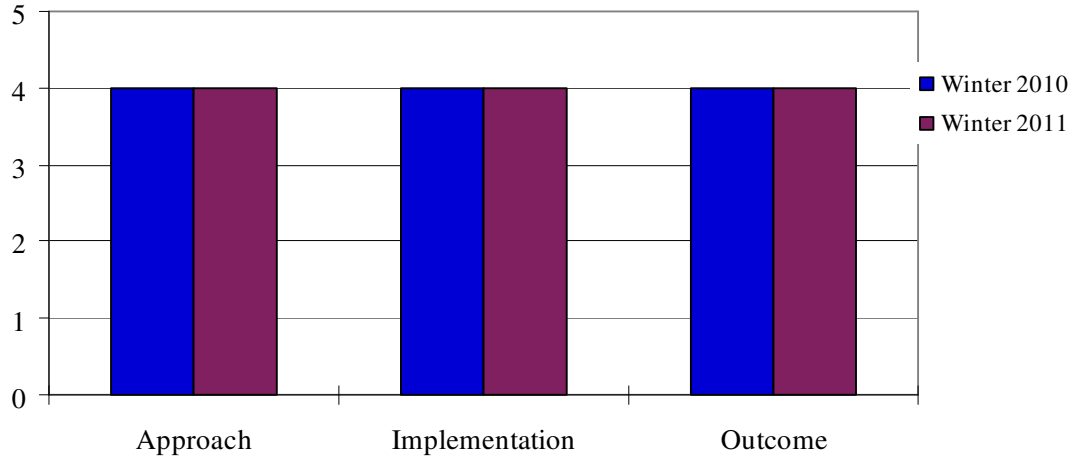
Next Steps

We plan to identify methods to accentuate the positive aspects of our student-centered curriculum. We will analyze our progress regularly reaffirming our commitment to our students, families and district. In order to continue our positive momentum, our staff agreed to:

- Expand involvement of partnerships with parents and the community.

- Involve staff members in formulating research-based instructional strategies and technologies.
- Add to our resources of standards-based instructional strategies and materials.
- Revise surveys to more adequately reflect the needs of our unique program.
- Continue to establish partnerships with our community businesses.
- Continue the “Walk and Roll” as an annual event to enhance community awareness and to generate donations for the school.
- Increase strategies for staff recognition and morale enhancement.
- Continue dedicated support for new teachers.
- Research and acquire technology for appropriate instruction in standards-based activities.
- Provide district training for the new technology offered by the Refresh Program.
- Continue Sensory-Motor strategies workshops and speech therapy support.
- Continue support and representation for standards-based assessments on the school, district and state levels.
- Enhance our strategies to meet the demands of student behavioral challenges.
- Continue our development of standards-based unit development.
- Expand the augmentative communication training program.
- Continue use of strategies, such as book studies and recognition, to improve staff morale.

Professional Development



Professional Development

According to the staff survey in both 2010 and 2011, Washington Center's Professional Development plan scored 4 in each of the areas of Approach, Implementation and Outcome. Our approach of improving the area of professional development includes the teachers as well as the support staff. Both groups have requirements and opportunities to address content areas and technology throughout the year. A wide variety of staff development opportunities are necessary due to the nature and needs of our unique student population. Implementation has included providing a variety of in-service sessions which address behavior, technology, and literacy. Our school has used grant funds and special budget provisions to fund the highly specialized training classes. Outcomes are evidenced in improved IEP mastery rates and SC-Alternate scores. Due to our implementation of standards based instruction, we have been able to utilize a wider range of district level professional development.

Next Steps

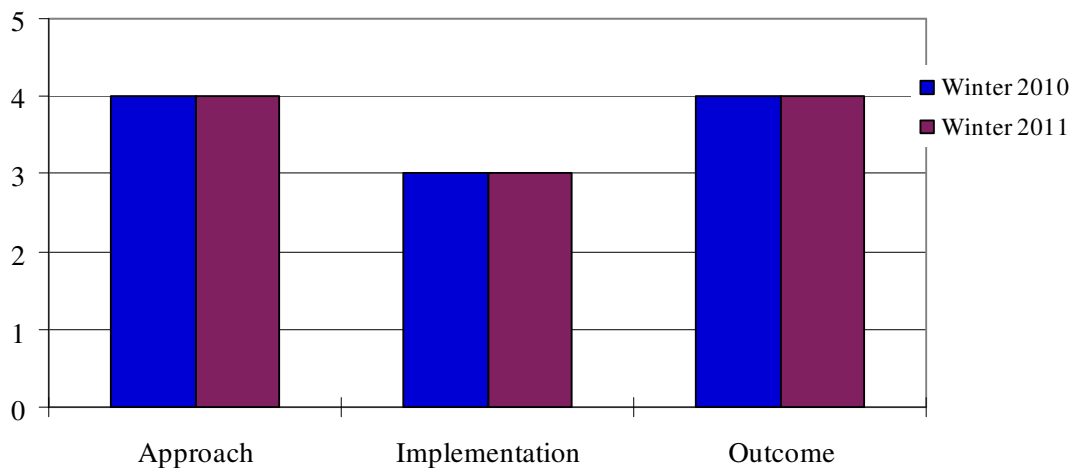
Our in-service opportunities have helped to implement our continued vision with students benefiting in the process. We have decided to continue and embellish our current practices:

- Provide on-going support for the SC Alternate Assessment criteria and administration procedures.
- Continue IEP co-authorization, instruction and accountability

- Continue the initiative for writing goals and objectives in a task analyzed format.
- Create more time for staff development and the sharing of productive in-school instructional units and strategies.
- Provide training sessions in alternative/augmentative communication strategies for our severe/profound population.
- Conduct training for staff in the use of the updated computer programs resulting from the district Technology Refreshing.
- Provide in-services on survey concerns:
 - Behavior management strategies in the classroom
 - Additional technology workshops that can enhance our faculty's use of technology in the classroom
 - Additional training with the use of Microsoft Excel.
 - Additional Promethean Board training
 - Stress reduction workshops
 - Practical adaptations of SC Standards for Washington Center population
 - Augmentative communication workshops
 - Transition workshops
 - Advanced Teaching Techniques for Washington Center population
- Regularly evaluate the impact of professional development on student achievement.

- Provide follow-up training on Functional Behavior Assessments, writing BIPs, and behavioral strategies in the classroom
- Continue initial and on-going support for new staff members
- Provide on-going training for creating and updating teacher web pages
- Provide future book studies utilizing books that advocate self-improvement, professionalism and leadership in the workplace

Leadership



Leadership

In 2010, Washington Center staff rated their school a 4 in Approach, a 3 in Implementation, and a 4 in Outcome with respect to leadership. The results for the 2011 survey were the same. Our current approach to leadership is to have shared decision-making through committees and individual input for school-wide decisions. Our attempts at sharing responsibilities and decisions have made a difference in staff involvement. Three staff department groups, School Advisory Committee (SAC) teams were organized according to the age and disabilities of students served. These committees serve a two-fold purpose for making school-wide decisions and for School Strategic Plan facilitation. These teams formally meet monthly to discuss instructional strategies, needs, interests and concerns. In order to improve the staff's perception of implementation to align with the other components, we need to review how we put leadership into practice. With regards to outcome there is evidence that leadership listens to all levels of the organization. Meetings for non-certified staff are scheduled monthly during school hours providing an avenue for including all staff in school processes. Our school vision focuses of functional curriculum, quality personnel, meaningful assessment and appropriate environment drive our school-wide decisions.

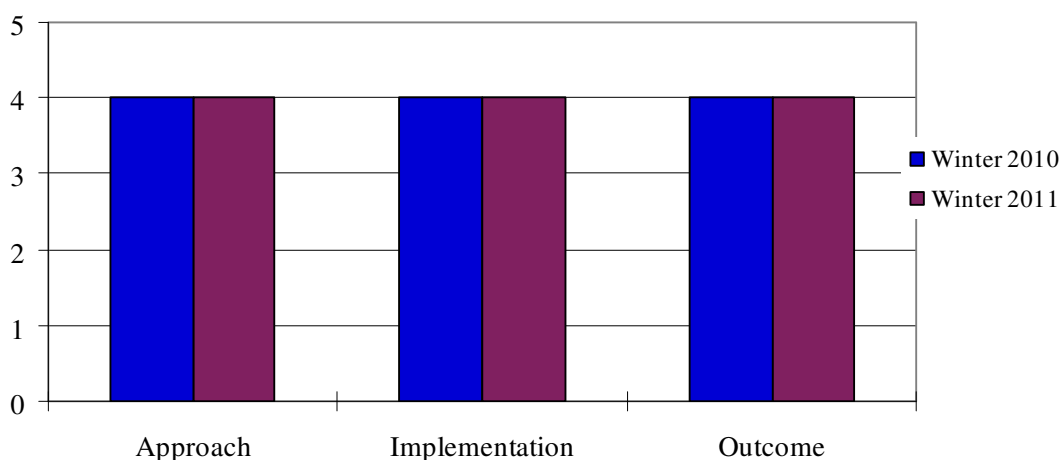
Next Steps

We feel that our leadership improvements have yielded cohesiveness in decisions. A new objective is to strengthen leadership qualities within the classroom structure. We will continue to strive to involve more parents and community members in our plans for Washington Center's future. Our staff has decided that our next focus should involve:

- Continuing our focus on student needs.

- Emphasizing parent involvement
- Communicating our mission and vision to our school community.
- Involving non-certified staff in the school communication loop
- Continuing to communicate the importance of shared staff responsibility for implementing our vision
- Provide training for teachers to become effective leaders within their classrooms

Partnership Development



Partnership Development

Washington Center staff rated each of the three areas in the Partnership Development category at a level four for 2010 and 2011. These high ratings provide evidence that we are achieving high aspirations in creating and implementing partnerships.

In the area of Approach, the rating indicates effective business and community partnerships, and parent involvement already in place to carry out the vision of the school. Goals are clearly identified, and a solid plan for partnership development exists. The relationships are beneficial to all.

In the Implementation area of our Partnership Development, parents, community, and businesses are effectively aligned throughout the school. The benefits to student learning are clear in areas where partnerships are actively involved.

As for outcomes, Washington Center staff agrees that gains in student satisfaction with learning and school are clearly related to parent, community, and business involvement in our school. This is a relationship in which all partners benefit.

Some of our partnerships include: Knights of Columbus, Pirates of the Piedmont, Klaver Klub, Macy's, Furman University, Bi-Lo Charities, Cliff's Community, Sara Collins Elementary, Christ Church Episcopal School, SC Dogs Therapy Group, community volunteers, and our student families, just to name a few.

Community support has provided funding and assistance for multiple programs. These programs are important to the costly instruction of our special needs population. The volunteer system has been fine-tuned. The SIC is heading initiatives to create public awareness and funding for the annual *Walk and Roll* fundraiser drive. We consider

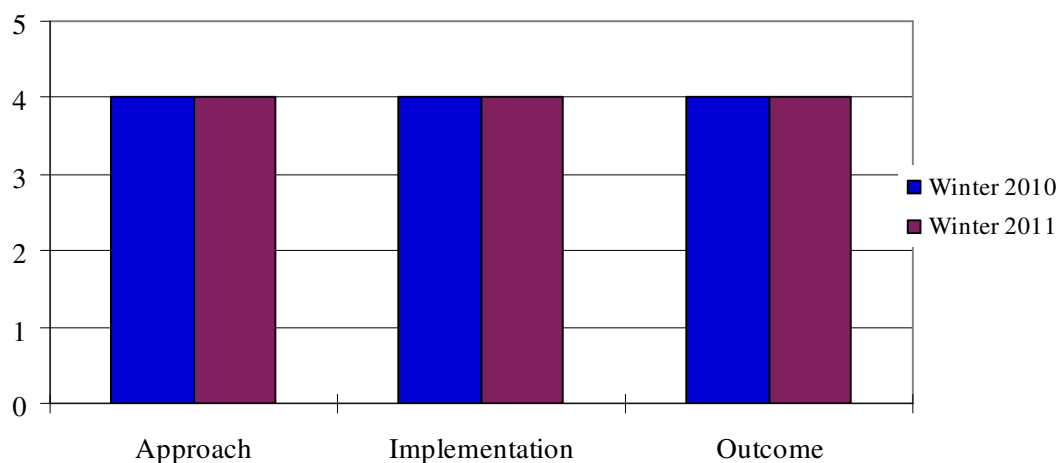
partnerships as a valuable resource for continuing our vision emphasis as mirrored in the ratings.

Next Steps

Staff has agreed that the following needs to happen at the school level with respect to Partnership Development:

- Coordinating parent volunteer opportunities during Open House
- Survey to determine what classroom teachers need in relation to volunteer and monetary needs.
- Encourage the expression of appreciation for volunteer work and relay the results of their work with our students (Dog Therapy / Reading Buddies)
- Continue Thank You Committee responsibility of creating a school wide token of appreciation for services and donations.
- Expand mutual activity opportunities and involvement with the Sara Collins student body.
- Continue to document the contact plan to insure continuation over time. Administration and Thank You Committee share the responsibility of listing donors, contact person, their address and their emphasis of funding.
- Continue to invite new and existing business and community partners to visit.
- Seek sources to solicit and promote business partnership through PTA, SIC Boards and Administration.

Continuous Improvement & Evaluation



Continuous Improvement and Evaluation

In February 2010 the Washington Center staff completed a survey to rate our school's status in the area of our Continuous Improvement and Evaluation. The survey was conducted again in February of 2011. The overall opinion ranked the Approach, Implementation, and Outcome at a level 4 for both years. All elements of the school's operations are evaluated for improvement to ensure equality with respect to learning. The school has targeted a high level mastery of IEP goals and objectives. In addition, improvements have been seen in instructional strategies due to relevant Professional Development and the implementation of improved instructional strategies. Equipping more classrooms with up to date technology in the classroom have yielded increased student achievements. Integration of Smart Boards and Promethean Boards into the curriculum reflects improvements in the Washington Center staff's overall opinions of our Continuous Improvement and Evaluation status. This should be a continuous process as we continue to study new innovative approaches. This was due to increased scores over several years with comparisons of consecutive SC-Alternate Assessment scores. Improvements in Staff Development, cutting edge Technology, and our partnerships yielded improvements.

Next Steps

Staff agreed that the following needs to happen at the school level with respect to Continuous Improvement and Evaluation:

- Continue activities to increase staff morale

- Continue team instruction in standards by requiring that related arts and services be accountable for standards-based instruction through PAS-T requirements.
- Insure that standards-based instruction is regularly implemented through the inclusion of standards listed on lesson plans.
- Provide on-going support for the SC Alternate Assessment criteria and administration procedures.
- Provide training on Transition planning for students thirteen years of age and above when they exit the program.
- Expand mutual activity opportunities and involvement with the Sara Collins student body.
- Seek sources to solicit and promote business partnership through PTA, SIC Boards, and Administration