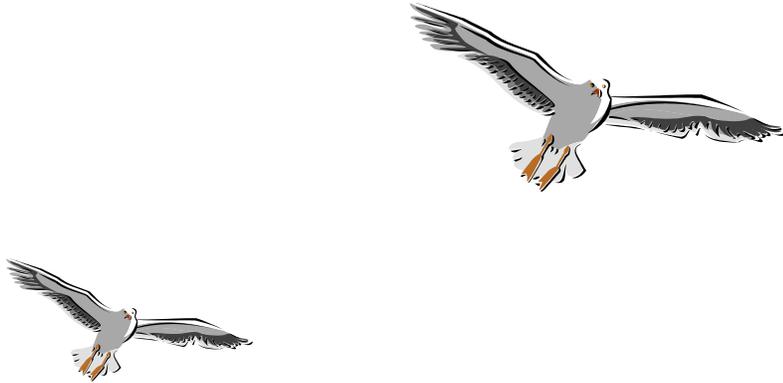


WASHINGTON CENTER
Special Education K-12
Principal: Dr. Penny Rogers



GREENVILLE COUNTY SCHOOL DISTRICT
Superintendent: W. Burke Royster

Scope of School Action Plan:

2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Washington Center

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

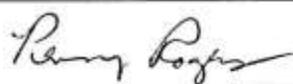
SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Keith Kingren		3/17/15
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Penny Rogers		3/18/15
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2 Betty Spencer Drive, Greenville, SC 20607

SCHOOL'S TELEPHONE: (864) 355-0250

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Dr. Penny Rogers
2. TEACHERS	Jean Ashmore
	Sarah Ashworth
	Emily Benton
	Claire Blouir
	Cindy Brown
	Cathy Bush
	Billy Chapman
	Julie Dail
	Anita Davis
	Marisa Davis
	Katherine Gantt
	Amy Garbe *
	Jennifer Gault
	Amy Gosnell
	Nardia Lloyd
	Melanie Montemayor
	Heather Petrusick *
	Elizabeth Piper
	Keith Powell
	McKenzie Riley
	Sharon Russo *
	Kim Skipper
	Lacoyah Smith
	Erin Sosebee *

Samantha Stansell *

Sara Tanner

Brooke Timms

Amanda Wakely

Rebecca Williams

3. PARENT/GUARDIAN

Sarah Jane Tollison

Michelle Richey

4. COMMUNITY MEMBER

Ann Poole

5. SCHOOL IMPROVEMENT COUNCIL

Keith Kingren – Chair

Susie Robison- Parent

Susan Budd- Parent

Dee Malone- Community Member

JoAnn Shook- Community Member

Ann Poole- Community Member

Sharon Russo- Teacher

Amy Garbe- Secretary/Teacher

Heather Petrusick- Teacher

Penny Rogers- Admin

Linda Thigpen- Admin

Linda Hill- Admin

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION

NAME

PTA BOARD MEMBERS

Sara Jane Tollison – President

Karen Grindstaff – Co-Vice President
Carla Burkhardt – Co-Vice President
Michelle Richey – Secretary
Valerie Allen – Treasure
Christian Morgan – WC @ Hollis Liaison
Sandy McDowell – Membership
Gloria Stamps – Ways and Means

WEBMASTER

Jennifer Gault

STEERING COMMITTEE

Sandy McDowell
Kathy Trout - Secretary
Karimah Morris
Donna Crump
Katherine Gantt
Rebecca Williams
Anita Davis
Heather Petrusick
Janet Lage
Cindy Brown
Angela Jenkins
Denise Wilkerson
Dr. Penny Rogers
Linda Thigpen
Linda Hill
Barbara Bingham

***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

(Mandated Component)

Act 135 Assurances

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

✓ **Academic Assistance, PreK–3**

The 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.

N/A **Innovation**

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

✓ **Recruitment**

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

✓ **Collaboration**

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

✓ **Developmental Screening**

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

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.

✓ **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. **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 2-4

3. **School Profile:** Presents a demographic analysis and narrative of The Washington Center community: Students, staff, parental involvement and services.

Pages 5-24

4. **Mission, Vision, Beliefs:** A summary of our instructional priorities and direction.

Pages 25-27

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

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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

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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 our Instructional Coach 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 two segments with timelines set in January and March of the 2014-15 school year. Washington Center's PTA, Steering Committee and SIC Committee were involved in the creation of school initiatives and reviewing the Portfolio.

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, SIC, Steering Committee, therapies, administration, and Health and Food Services. Following timelines, the completed assignments were forwarded to administrators for review and document completion. The content information was shared during committee and faculty meetings for discussion and revision. The information was also shared with the SIC Committee and the PTA for input using a PowerPoint Presentation. The final document was then submitted to the Central Office, posted on the school website, and maintained as a hard copy notebook version for public view.

EXECUTIVE SUMMARY

Needs Assessment or Findings for Student Achievement

In the area of student learning, during the 2014-2015 school year, at least 50% of students in grades 3-8 and age 16 are expected to meet the standard score on the Alternate Assessment (NCSC ELA and Math). In previous years, students have been assessed using the South Carolina Alternate Assessment in ELA and Math. A change in the test requirements has occurred in order for students to access the curriculum in a more functional manner. In order to achieve the above goal, the staff is trained, in professional development sessions, on the implementation of the alternate assessment procedures prior to the test being given. They also represent the school and district by participating in new assessment development/pilot testing. In the classroom, teachers use at least 16 state standards yearly per subject area and address those standards in their weekly lesson plans; NCSC tests are standards based.

In the 2013-2014 school year and continuing through the 2017-2018 school years, 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. In the 13-14 school year, 98.95% of students met mastery of their IEP goals. The scores for the 14-15 school year have not yet been recorded, but are projected to meet the 95% mastery level. This goal is important to show that students are making measurable progress on their goals on their individual education plan, by using a modified, functional curriculum. Annual reviews are held each year to update and develop new goals for student learning. Staff is trained each year in the implementation of the Unique curriculum, due process, and technology to enhance IEP instruction.

Needs Assessment or Findings for Teacher and Administrator Quality

In the area of teacher/administrator quality, during the 2014-2015 and through the 2017-2018 school year teachers will demonstrate professionalism through reaching 100% criteria in school-wide areas of professional measurement. The teachers will meet the following criteria: observe in at least two classrooms, obtain 24 hours of professional development, meet or exceed attendance criteria of 93% and develop and post monthly parent/information newsletters.

Needs Assessment or Findings for School Climate

In the area of school climate, during the 2014-2015 school year and through the 2017-2018 school years, 100% of classes will participate in experiences to enhance their quality of life and community experiences. Students are served in a separate school setting due to the severity of their disabilities. Due to this fact, they have limited

interaction with the general population. Through the use of Community Based Instruction, field trips, school wide events and virtual field trips, students gain access to the environment outside the school setting. Events such as Special Olympics at Furman, Challenge Day at Bob Jones, Craft day and Community Day with community volunteers and attendees allow students to enhance their quality of life and community experience.

Significant Challenges

Washington Center sets goals each year in order to increase its academic achievement amongst students and increase volunteer hours and community involvement. Washington Center strives to maintain an average of 83% or more students scoring between a 2-4 for Math and ELA on the SC-Alt by teaching students at least sixteen standards in each subject area yearly. Our strategy to achieve the goal of 95% of our students maintaining a mastery level of at least 80% on IEP goals can be achieved through analysis of the progress reports generated every 4.5 weeks, Due Process annual training, and by implementing additional technology use, effective behavior strategies, and utilizing the Unique curriculum. Washington Center will take part in a new test, NCSC which is designed for students with significant cognitive disabilities. NCSC will test ELA and Math ages 8-13 and 16, and is given online. SC-Alt will still be used to assess Science and Social Studies ages 9-13.

Beginning in 2014, state legislation required that scaled scores were calculated in order to give a comparison to scores expected on the South Carolina Palmetto Assessment of state Standards (PASS) for proficiency. A score of 600 and above meets proficiency. It is difficult for our student population to reach the same criteria level as required for typical peer scores. Our ELA scaled score is 142.63 points below the required 600 proficiency and our math scaled score is 141.3 points below the required 600 proficiency. This makes it difficult to reach the required ESEA/ Federal Accountability System standard of a 600 proficiency score.

Finding an appropriate curriculum for our exceptional student population has been an on-going challenge. Special Education Services has provided training and access to the Unique Curriculum as an appropriate instructional program for our students. Implementation of the curriculum has broadened the academic network with anticipation of improved student achievement scores. District instructional services provided training and access to Rubicon Atlas, a system used for general education curriculum throughout the district along with a modified curriculum for special education. Changing IEP software from Excent to EasyIEP has been a challenge, with Special Education Services providing training along with the software developer. Special Education Services has also provided many guidelines and specific procedures to make transition easier.

Provision of appropriate, safe and cost effective off campus experiences has been challenging for Washington Center. Strategies are being developed to provide funds for trips and virtual on-line experiences. The

expansion of community and staff representation is a current goal to encourage more involvement in school decisions and procedures. The SIC and Steering Committees are the strategies to achieve this goal.

Significant Awards, Results, and Accomplishments

This year Washington Center has been the recipient of both donations and grants. The Local and State Knights of Columbus donated funds for school needs, including physical therapy equipment. The school was awarded a grant from Macy's to purchase iPads. Mrs. Julie Dail the music teacher received a grant to purchase a new keyboard for the music room. The Washington Center has also been fortunate to receive private donations from individuals in the community.

WASHINGTON CENTER SCHOOL PROFILE

School Community

Overview

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 145 students who require specialized instruction as a result of severe intellectual disabilities. Recommendations for placement at Washington Center are based on individualized education programs (IEPs) developed by parents, administrators, classroom teachers, therapists, psychologists and others with relevant knowledge of an individual student.

Washington Center serves students on two campuses, both designed with input from parents, staff members and architectural professionals. The younger children, ages approximately 3-8, occupy a wing of Hollis Academy which was renovated in 2011 and has capacity for six classes. Currently there are three fully equipped classrooms in operation. Older students attend the Betty Spencer Drive location, built in 2005, where there are 18 classrooms as well as a kitchen and greenhouse, gym and media center. There are therapy rooms, nurses' stations, administrative offices, multisensory suites and adapted playgrounds at both locations.

Students on the two campuses are served by 21 classroom teachers, 46 paraprofessionals, 4 nurse paraprofessionals, and two lead nurses, in addition to art, PE, music, media center, daily living skills and environmental science teachers, and occupational, speech and physical therapy professionals. Itinerant vision and hearing services are available for qualifying students, and two teachers serve sixteen Washington Center students who are medically homebound.

Washington Center History

In 1970, Greenville County Schools began serving students with intellectual disabilities. Subsequently, in 1971, a high school program for students with mild intellectual disabilities and a class for students with moderate intellectual disabilities opened. During the 1972-73 year, the school became known as Washington Center.

By 1976-77, there were seventeen classes for students with intellectual disabilities, and that number grew to 26 during 1979-80. In recent years, enrollment at Washington Center has been limited to those with the most significant cognitive issues, as there has been a district commitment to serving students with moderate intellectual disabilities in less restrictive settings whenever possible.

School Leaders

District Special Education Support

W. Burke Royster- Superintendent of Greenville County Schools

Susan Griffin – Assistant Superintendent for Special Education

Special Education Services of Greenville County Schools provides a free, appropriate education for students with disabilities ages 3-21 in accordance with the Individuals with Disabilities Education Act. Special education students are served across the district by a faculty and staff of over 800 teachers, therapists, and other specialists who are trained to provide specialized instruction designed to meet individual student's needs.

Washington Center Administration

Dr. Penny Rogers is principal of Washington Center. She has worked with Greenville County Schools as a teacher, a school psychologist and school and district level administrator. Dr. Rogers holds a bachelor's degree in Elementary Education and History from Meredith College, an EdS in School Psychology from Auburn University, and a Ph.D. in School Leadership from Clemson University. Additionally, she is a nationally certified school psychologist and has been recognized as School Psychologist of the Year by the SC professional organization. Dr. Rogers has served on district, state and community committees, including an AdvancEd accreditation team and an External Review Team, and she is trained as both a PAS-T and an administrator evaluator. She became principal of Washington Center in December, 2013.

Ms. Linda Hill is a Program Facilitator for Washington Center, charged with 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. She is a longstanding supporter of Special Olympics and other initiatives for individuals with disabilities, and as a young person, worked at Camp Spearhead. Twice, Ms. Hill has been chosen as Teacher of the Year for her school, and she has served in a leadership capacity on numerous district, state and community committees. She is also a trained PAS-T evaluator.

Ms. Linda Thigpen moved from classroom teacher to an administrative position in 2003. She is a former Washington Center teacher with more than 30 years of district special education experience, during which she has taught students with a range of special education classifications. As Washington Center's instructional coach, Mrs. Thigpen assists the principal with administrative duties, fulfills due process obligations, and provides support for teachers related to instruction and assessment. She also serves as a school and district

ADEPT/PAS-T evaluator and mentor. Ms. Thigpen is a member of the State Alternate Assessment Advisory Committee and participates on multiple committees for the State Department of Education. For the 2005-06 school year, Mrs. Thigpen received the Greenville County Administrator of the Year Award, and she has been recognized as Teacher of the Year at three different schools.

Mrs. Barbara Bingham is the program facilitator and on site administrator at the Washington Center at Hollis Academy campus. During college, Mrs. Bingham volunteered at Camp Spearhead and for Special Olympics, and she has been employed with Greenville County Schools since 2000. She brings six years of special education teaching experience as well as seven years experience as an administrator at both high school and district levels. Ms. Bingham is PAS-T trained, and is an active participant in assistant principal professional development activities.

Steering Committee

Washington Center's steering committee is composed of representatives from all staff groups (administrators, teachers, nurses, related arts, para-educators, custodial staff, speech, and office staff). The role of the committee is to advise and provide input to administration regarding a variety of school matters.

Facilities

Occupational Therapy (OT) is provided at both school locations by two registered and licensed occupational therapists (OTR) and one certified and licensed occupational therapist assistant (COTA). Qualifying students receive specialized instruction in self-help, fine motor, and sensory processing; and, therapists monitor and assist with the development of appropriate orthotic devices. Washington Center occupational therapists are currently serving 30 children.

The Physical Therapy department consists of one registered physical therapist and one registered physical therapist assistant who serve students at both Washington Center locations. Intervention related to gross motor functioning is provided both through direct service and by means of consultation with teachers and parents. Additionally, approximately 66 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.

Speech/Language Therapy is offered to qualifying students by two speech pathologists that are shared between the two Washington Center campuses. An integrated model is the primary mode for speech language service delivery; however, direct instruction related to the use of augmentative communication is also utilized.

Therapists work closely with teachers and paraprofessionals and with high and low tech materials and devices to create functional communication systems. The goal is to provide tactile symbol communication cards and objects, voice output devices, laptops, iPads, and other systems that facilitate communication in a variety of settings. Additionally, the Washington Center Speech Department provides tours, practicum placements and in-service presentations for colleagues and for speech pathology students.

Daily Living Skills instruction is provided for all Washington Center students during weekly 40 minute periods. Classroom para-educators attend classes with students to provide support for cooking, cleaning, laundry, personal hygiene and community instruction. This program also serves two classes for students with moderate disabilities from neighboring middle schools.

The Adaptive Environmental Science (A.E.S.) Program, formerly referred to as the Work Adjustment/Horticultural Therapy Program, is offered to all Washington Center students. Re-cycling and sorting tasks are examples of the types of activities included in the AES program where the goal is to engage students in developing pre-vocational skills that will be useful beyond Washington Center. The greenhouse serves as a soothing setting where students participate in plant care by potting, weeding and watering. Additionally, social skill instruction occurs as students assist the AES teacher with plant sales to the public. Several animals are a part of the A.E.S. program: a cockatiel named Carlos; parrots; three turtles; two bearded dragons; and, a rabbit. These friends facilitate instruction in animal care and handling.

The Multi-Sensory Areas at both Washington Center and the Washington Center @ Hollis Academy campus there are areas especially designed and maintained by the OT staff to provide both relaxing and stimulating sensory experiences for students. The multi-sensory rooms include a ball pit, platform swing, tactile walls, a dark room, a variety of switch activated toys for teaching cause and effect, calming LED lighted bubble tubes, fiber optic mats, light effect wheels, light boxes, a cascading light up waterfall, and a massage chair.

The Weight Room at Washington Center has been designed to actively involve students in learning and practicing motor skills. A treadmill, as well as elliptical and weight machines, stationary bikes, free weights, a weighted hula hoop and mats are available. Physical and occupational therapists also use weight room equipment for instruction.

The Instructional Kitchens are available for students on the main campus. Older students prepare and sell meals to the staff (Seagull Grill) weekly. Adapted equipment, voice output devices and symbols are used by students to facilitate reading and preparing recipes. Kitchens are equipped with small appliances (blenders, mixers, food processor, toaster, dishes, utensils and pots/pans) in addition to ovens, dishwashers and

refrigerators. Teachers also provide instruction related to dishwashing, wiping counters, and storing items in cabinets.

Adapted Playgrounds at Washington Center and the Washington Center @ Hollis Academy campus have state of the art equipment which includes wheelchair swings, a slide, see saws, sand boxes, adapted swings, and a climbing structure. Students are able to work on mastery of physical therapy and motor skill goals, while also enjoying leisure activities.

Parental Involvement

Washington Center PTA

Washington Center's PTA (Parent-Teacher Association) plans programs and activities to raise funds for classroom activities and to support teachers. PTA meetings are held the first Thursday of each month with the PTA executive board convening just prior to the general session. The executive board includes: President, Vice-President, Secretary, Treasurer, and Membership Chair. PTA's major fundraiser, the annual Walk & Roll, is held in April, and community sponsors and students from local middle and high schools assist with the event. The Walk and Roll slogan is: "Some kids need a hand . . . others need a push."

The PTA sponsored events/activities/ awards planned for the 2014-2015 year are:

- Welcome Back Breakfast for Staff: August 12, 2014
- Twenty-five teacher grants presented in August 2014
- Establishment of a parent volunteer pool
- Appreciation luncheons for staff
- Lunch sales for staff: third week of each month.
- PTA meetings: first Thursday of each month.
- Family Night: November 6, 2014
- Honey Baked Ham fundraiser
- Annual holiday campus decorating in December
- Palliative Care Workshop, February 18, 2015
- Law Advocacy for Parents, March 18, 2015
- Walk and Roll on April 25, 2015
- Craft Day, May 8, 2015
- Teacher Appreciation Week: May 4-8, 2015

PTA Family Night

Washington Center's PTA held Family Night on November 6, 2014. The PTA provided a lasagna dinner and following dinner, families were encouraged to walk through the halls to see student artwork, to have toys switch activated, to purchase items at the book fair and to visit with community service providers. Eleven agencies sent representatives to this year's event. Among those participating were: Camp Hope, Autism Society, Family Connection, Greenville County Disability and Special Needs Board, Camp Spearhead, Protection and Advocacy, Assistive Technology Project, Pro Parents, and Shriners Hospital.

SIC Committee (School Improvement Committee)

Washington Center's School Improvement Council (SIC) provides input, feedback, recommendations, and support to the principal and the school. The SIC is involved in the development and support of the school's Five-Year Improvement Plan and supports the plan's progress through annual goal setting, issuing an annual "Report to the Parents", and approving a narrative for the annual SC School Report Card. The SIC is made up of parents, teachers, and community members, as well as Washington Center's principal and others on the administrative staff. Washington Center's SIC meets once a month; and, meeting dates and notes can be found on the school's website.

Present Role of Our Parent Community

At Washington Center, parent input is highly valued, and because students are for the most part nonverbal, communication with families is considered to be essential. School and PTA sponsor parent participation activities throughout the year, and a plan for communicating with families is required of each teacher.

Additionally, each month a classroom newsletter and calendar are sent home previewing class units, activities and trips. Every teacher maintains a website with classroom schedule, syllabus, and current school news; and, teachers also keep a record of written parent communications. Regular phone calls and e-mails provide additional avenues for communication, and the PTA and school publish a school newsletter quarterly. On Friday afternoons, the principal sends out a School Messenger summarizing events of the week and announcing ones for the upcoming week; and, parents and staff have been invited to download a "Remind" app to be used to communicate information that becomes available on short notice. Parent survey comments, elicited each year, are valued and used to guide planning.

Parents are encouraged to be involved in the Washington Center program through participation in special events that are scheduled throughout the year. In addition to Meet the Teacher during the early weeks of school, the

PTA sponsors a Family Night Event, informational meetings, and the Walk and Roll community-wide fund raiser. Families are invited to special seasonal activities such as Book Fair, Boo in the School, Challenge Day, Valentine Pageant, Special Olympics, Walk and Roll, Craft Day, and Awards/Graduation Ceremonies. Working parents, who are not available during the school day, participate in school activities by selling Honey Baked Hams, sending candy for Halloween, contributing items for Craft Day sales, attending Community Day and furnishing desserts for Teacher Appreciation Week. Parent fundraisers provide money for class field trips and classroom activities.

Partnerships

Funds and services provided through donations, fundraisers and other sources are used to enhance student learning experiences. During the 2013-2014 school year, approximately \$10,000 was donated to Washington Center by various individuals, organizations and business partners.

Additionally, staff members consistently seek opportunities for students to serve others, as reflected by the assistance students provide for Meals on Wheels, Backpack Buddies programs, visits to nursing homes and animal shelters, and fund raisers such as Sprit Week.

Washington Center volunteers come from business and civic organizations, families, and the community at large. Seven thousand, eight hundred and seventy five volunteer hours were documented for the 2013-2014 school year.

In an effort to communicate effectively with all stakeholders, faculty members and therapists create and maintain personal pages for Washington Center's website, and teachers communicate with parents using email, telephone and written notes. Each week a selected teacher contributes photos and articles to the local media and front page of the school web page, highlighting special achievements and activities. The school website features links to photos, handbooks, and weekly menus; and, both the school's quarterly newsletter, *The Seagull Express*, and the School Messenger system provide pertinent information to staff and student families. With the assistance of the staff, the school Headliner representative sends school news to media contacts, including *City People*, *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*. *The Greenville Magazine* and News 4 have also spotlighted the Washington Center program. Dr. Rogers was featured in *Talk Magazine* as one of the 25 most beautiful women in Greenville, and social media has become an integral component of the school's communication. Washington Center has its own Facebook page where information about concerts, field trips, programs and daily school activities can be found. The school has been featured on the district's Facebook site. Current business partnerships include:

- Local Knights of Columbus groups: donations for instructional materials, equipment, student activities and professional development
- Operation Hope: money for physical therapy equipment (M.O.V.E.).
- Carolina First Bank and Chick-fil-A: Special Olympic/Challenge Day T-Shirts and donations
- Klaver Klub: Donation to Walk & Roll, Christmas gifts for students, assistance during Family Night and Walk & Roll
- Krispy Kreme: Doughnuts for bus drivers
- Christ Church School: Reading Buddies, volunteer for various school activities, and provide donations for Craft Day.
- Furman Service Corps: Christmas gifts
- Hillcrest Teacher Cadets: Electronic Picture Book Presentations
- Greenville Tech: Nursing/ OT/ PT Students
- United Way
- University Center: Nursing Students
- Greenville Hospital System
- The Children's Clinic
- The Harper Corporation
- Macy's Foundation
- 41 Walk & Roll individual and cooperate donors
- GE Engineers: Science Fair Judges
- Cari Stroud and GHS's Palliative Care Group
- Don Clardy: Law Advocacy for Parents
- Shannon Forest Christian School: 2015 Escorts for the Valentine Pageant
- Carolina Dog Therapy: Monthly visits with trained dogs
- Daughters of Penelope: Providing snacks and gifts for the annual Christmas party
- St Joseph High School Students: Assistance with preparations for Craft Day

Student Support Services

Students at Washington Center are supported by an outstanding staff. Administrators, nurses, therapists, and classroom teachers work closely with Greenville County agencies to facilitate the provision of services for students with disabilities and their families. Among those collaborating are: 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 the Office of the Governor.

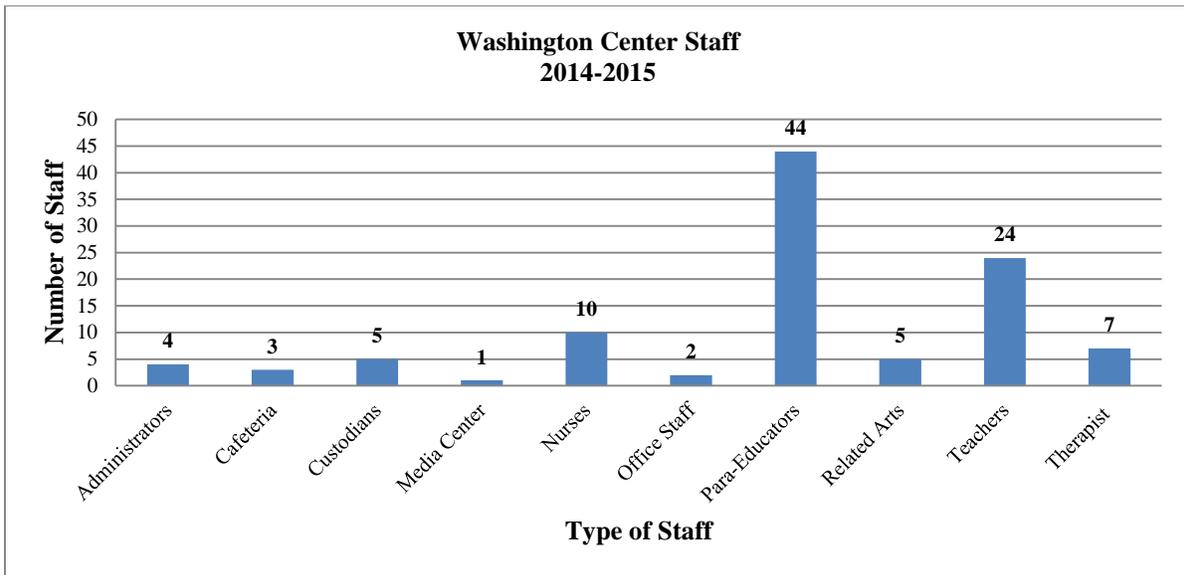
School Personnel

Washington Center offers instruction in a nurturing environment with a high staff to student ratio (currently at approximately three adults to seven students), necessitated by the magnitude of student needs. Over half of faculty members have more than ten years teaching experience (see table below), and several have more than 30 years of experience. One teacher has achieved National Board Certification. Teacher turnover is minimal, however, in 2014-2015 school year, two new teachers were added to the staff.



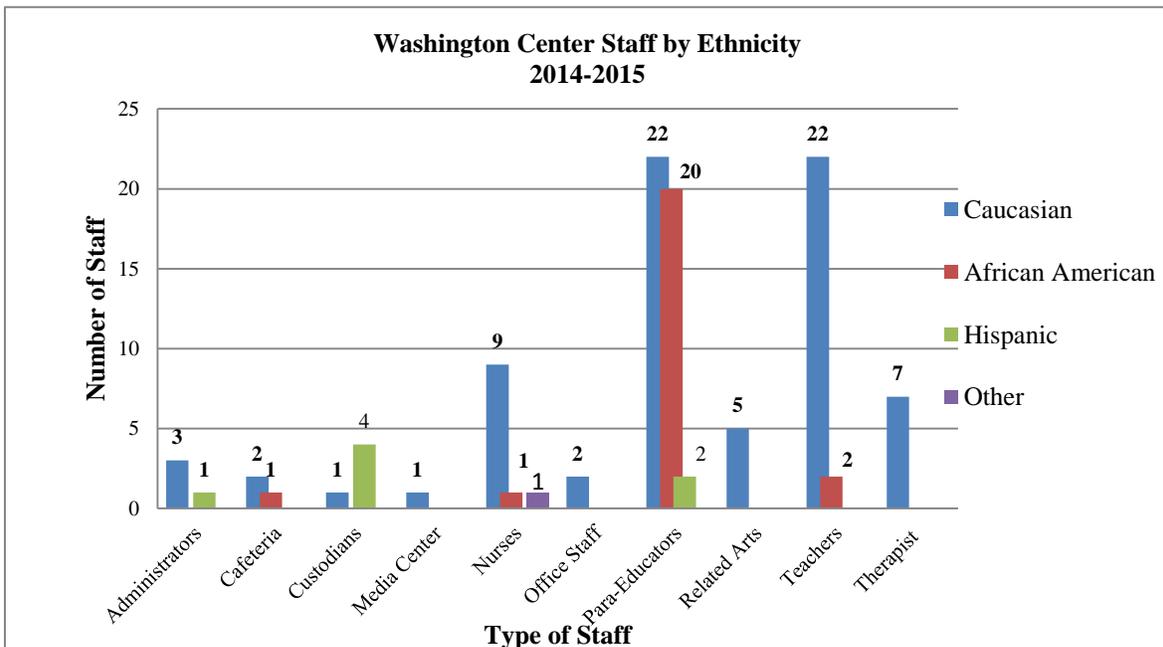
Speech/ language pathologists, occupational therapists, physical therapists and therapist assistants provide related services. Additionally, all students have regular music, art and adapted physical education instruction, as well as classes provided by the school’s media specialist. Environmental science and daily living skills teachers provide specialized instruction related to transition and prevocational skills both for Washington Center’s students and for students with moderate intellectual disabilities enrolled in neighboring middle schools.

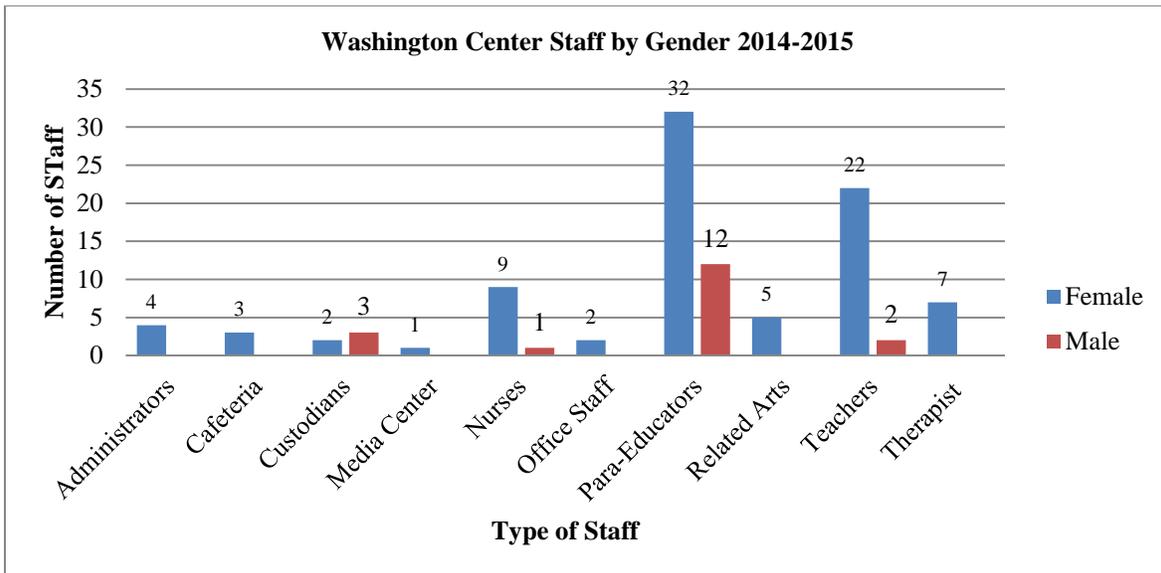
Itinerant services are provided by district vision and mobility & orientation teachers. Three registered nurses and five licensed practical nurses are on staff to supervise and administer tube feedings, suctioning, catheterizations, breathing treatments and seizure interventions. Two orderlies assist with lifting non-ambulatory students and provide classroom assistance. Our cafeteria staff, manager, and two dietitians, prepare meals that meet the specialized dietary requirements of Washington Center students.



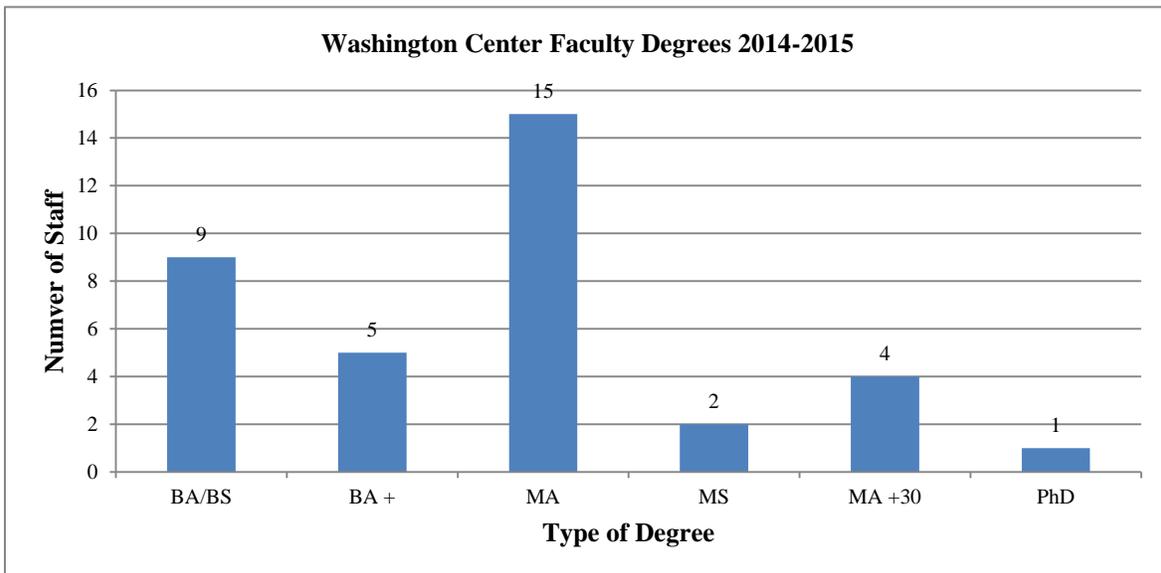
The above graph represents the designations of staff members employed at Washington Center. The largest group of staff members is para-educators. Other personnel include: principal, program facilitators, instructional coach, secretary, attendance clerk/receptionist, custodians, nursing staff, cafeteria staff, therapists and related arts teachers.

The graph below represents the ethnic makeup of the Washington Center staff. There are a growing number of Hispanic staff members who provide support, particularly in the form of translation services, for Spanish speaking families.





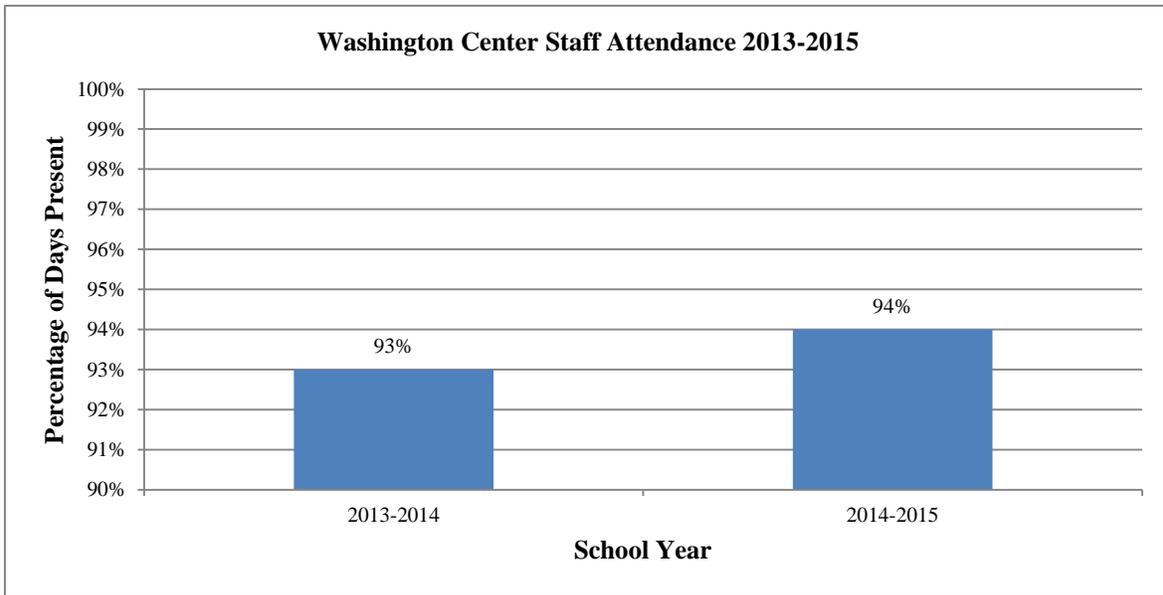
The graph above represents the gender break down of the Washington Center staff.



The chart above illustrates educational levels for the certified staff. Teachers are required to meet the State Department requirements for certification. Staff members attend workshops related to special education issues, technology integration, augmentative communication, sensory integration, behavior management, IEP development and alternate assessment.

A trained emergency team has been developed to assist with behavior crises, and the school has thoroughly outlined safety procedures to be used during emergencies. Recent extensive updates to school emergency/safety plans are included in notebooks; and, electronic safety procedure manuals are available to all staff. Several classroom para-educators and one teacher hold CDL licenses with regular training updates.

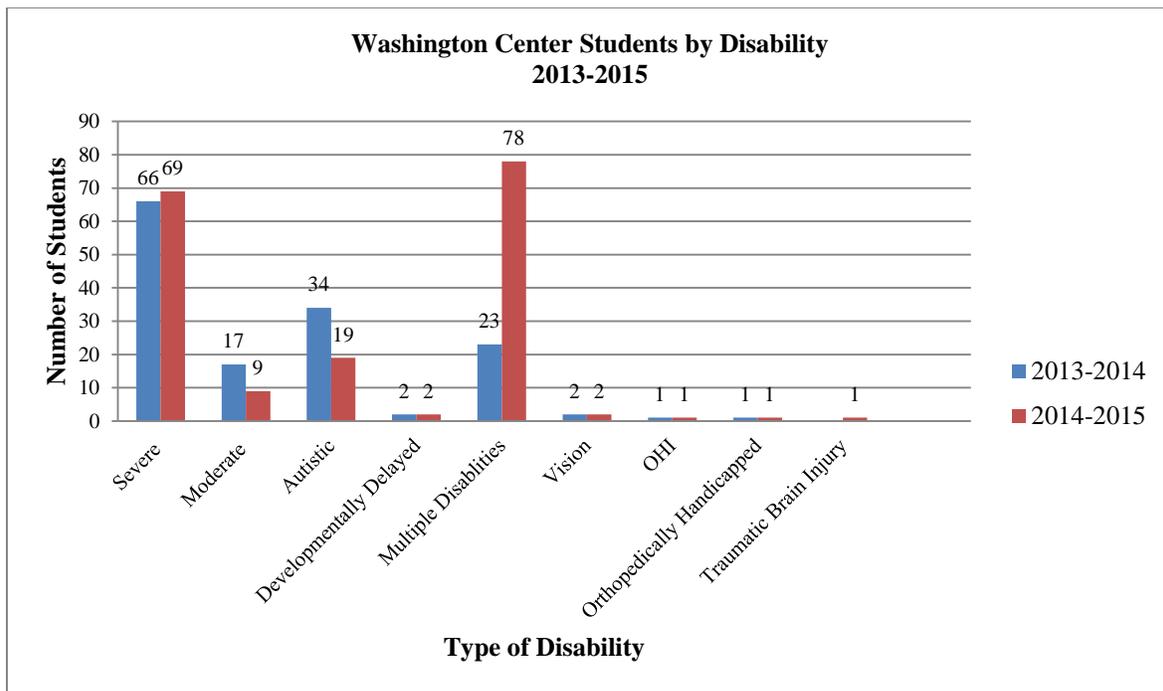
Para-educators are all highly qualified, meaning that they either have completed at least two years of study at an institution of higher education and/or obtained an associate’s degree or more, or they have passed the Work Keys Test, which includes a classroom observation. Greenville County Schools requires that new para-educators working with students with disabilities attend an all-day in-service training for additional job preparation.



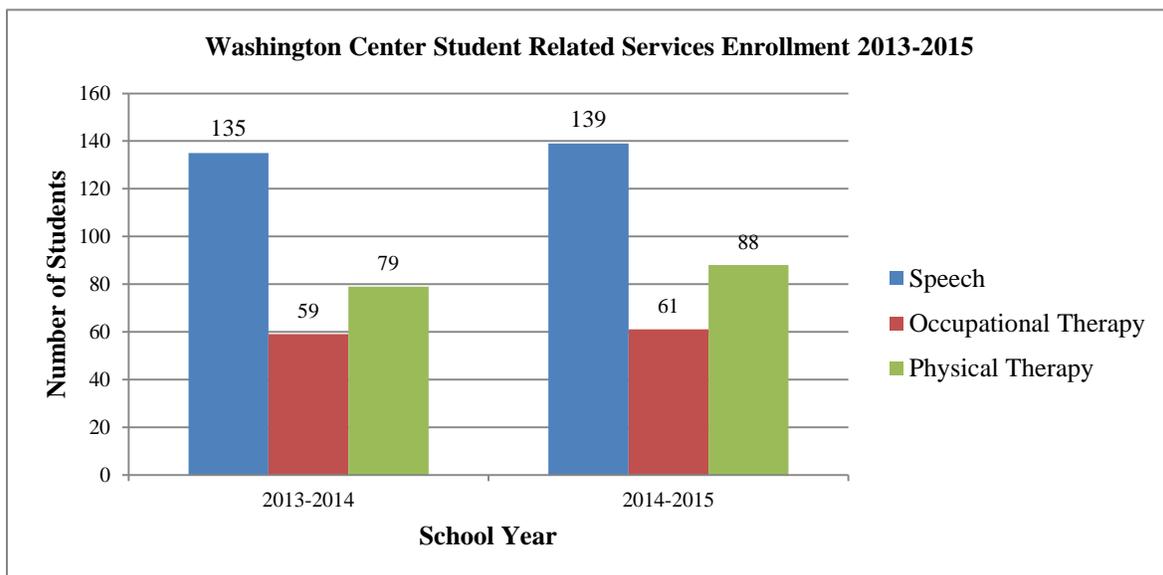
As of March 2015, Washington Center staff achieved 94% attendance during the 2014 – 2015 academic year. This percentage increased by 1% from the previous year and reflects a school-wide commitment to consistent attendance.

Washington Center Students

Disaggregation of student data by disability categories is shown on the graph on the following page. Both classifications and numbers of students in each category were taken from the school’s EFA (Educational Finance Act) roster for 2014-2015.

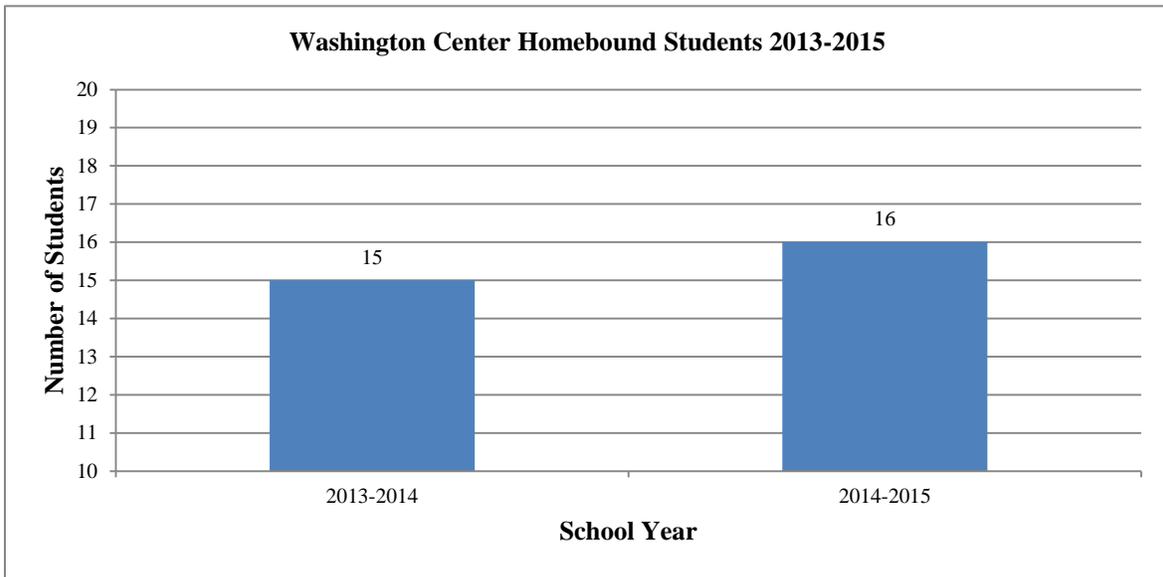


The following graph shows student enrollment disaggregated by related services required per student for the 2014 – 2015 school year, and it reflects the multiple areas of support required by most Washington Center students. Of note, of the 88 students receiving PT, 30 require only monitoring of equipment needs. The graph shows a slight increase in number of students receiving related services, but this finding is consistent with the increase in total student enrollment.

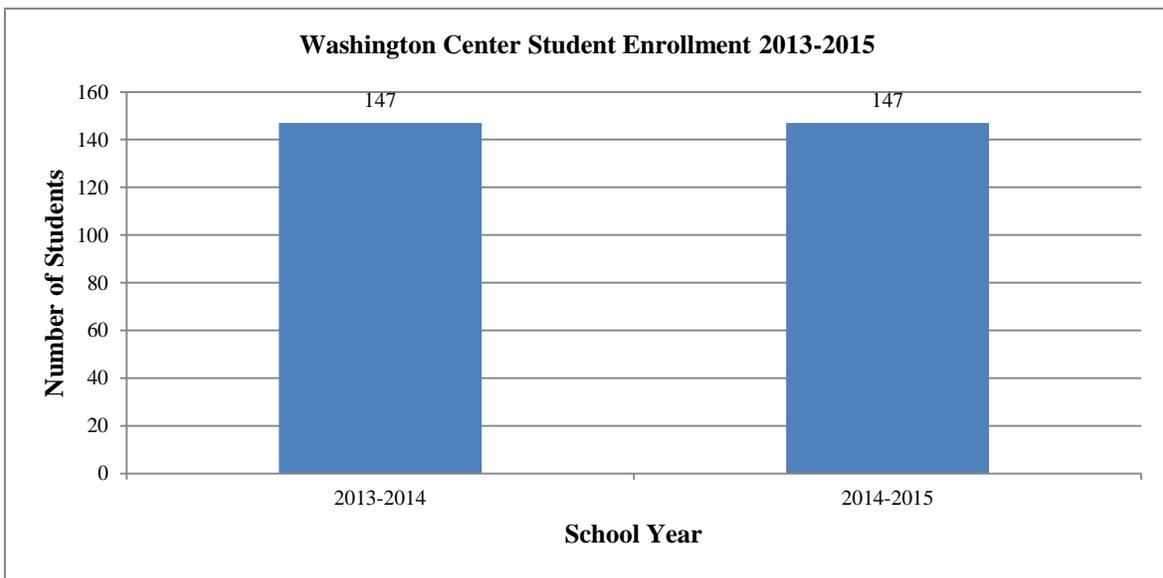


The following graph illustrates the number of students receiving homebound instruction for the 2014 – 2015 school year. Medical homebound classification requires a doctor’s statement indicating need, prior to initiation of services. Currently, 16 students are served homebound, an increase of one from 2013-2014. Washington

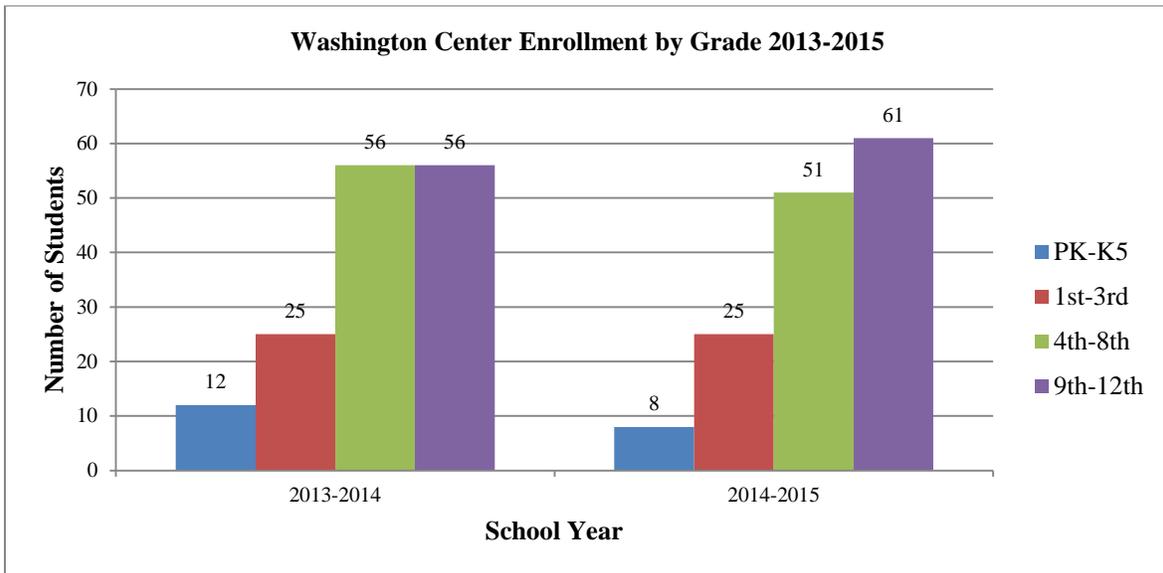
Center has added an additional homebound teacher for 14-15 in order to provide more instructional time for the students served.



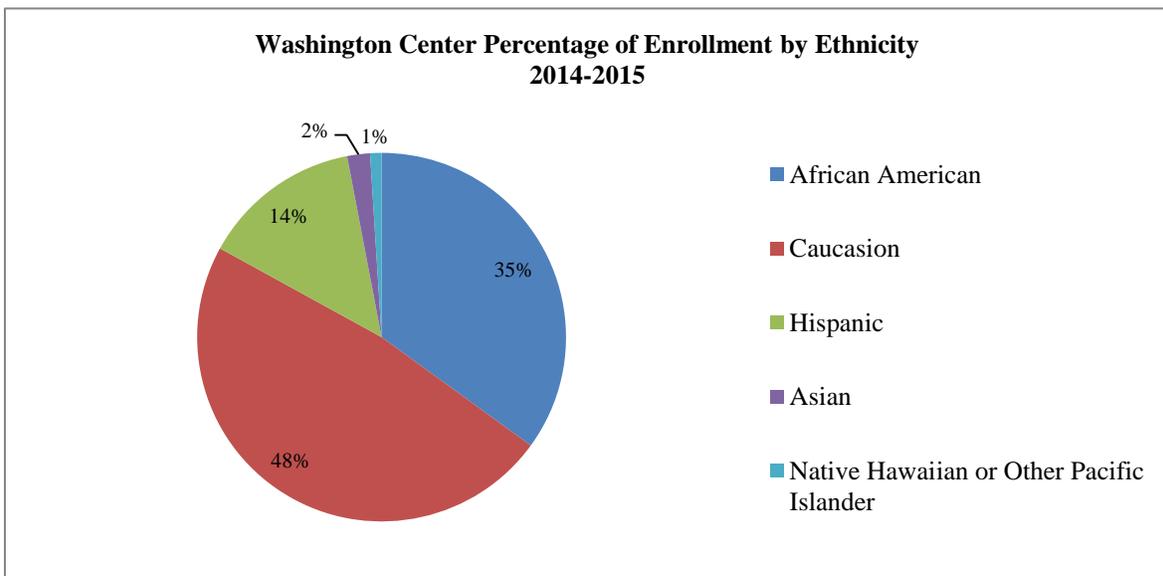
Washington Center student enrollment has not changed from the 13-14 school year. See Below



Students are grouped for instruction primarily by ability levels; however, age ranges are also considered. Students with disabilities are allowed to remain in public school until age twenty-one. Due to this, the Washington Center enrollment is heaviest at the upper end of the grade categories. Past the tenth grade, students are classified as repeating eleventh graders until their final year of school, and twelfth graders receive a “Certificate of Attendance” at dismissal. The preceding chart, as well as the chart below, depict enrollment according to grade during the current 2014 – 2015 school year.

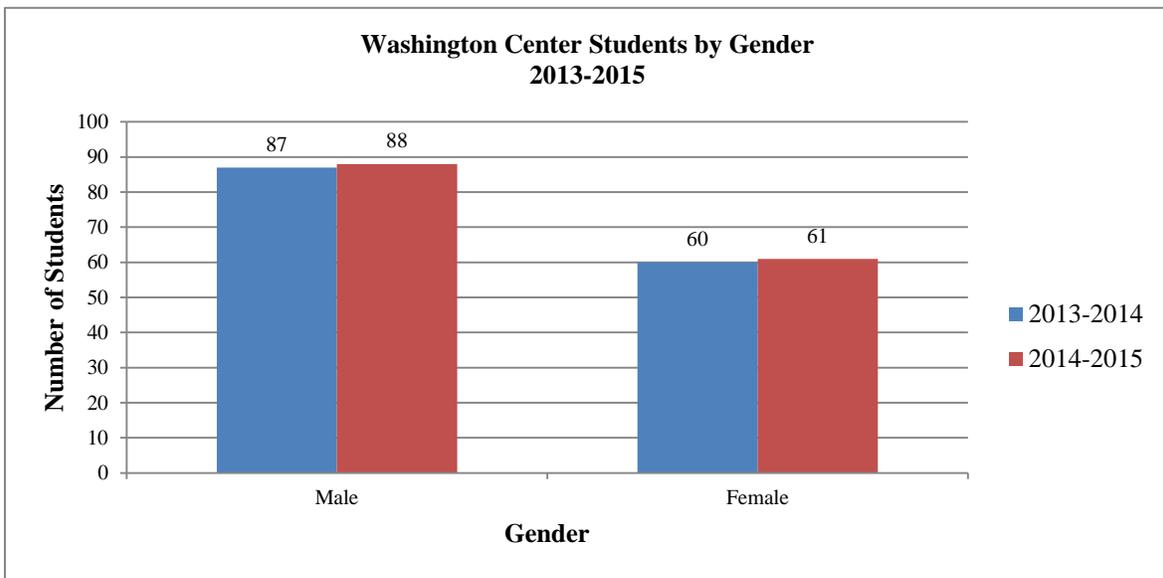
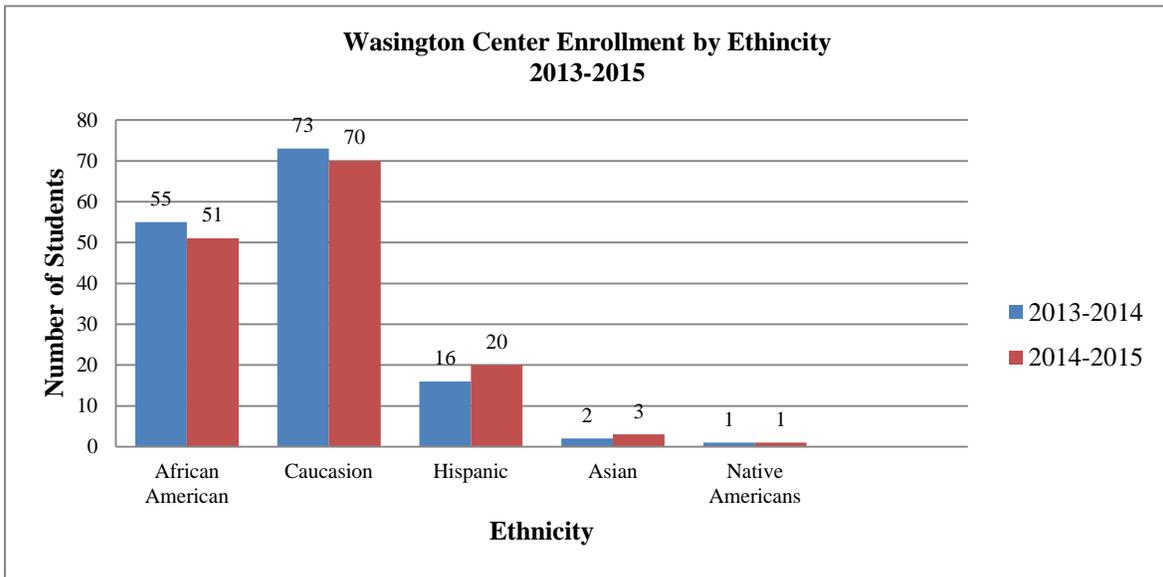


For the 2014-2015 school year, Washington Center’s student ethnicity is 48% Caucasian, 35% African American, 14% Hispanic, 2% Asian, and 1% Native Hawaiian or Other Pacific Islander. This is reflected in the chart below. Families generally report one home language with the exception of the 16 students from Spanish speaking homes. Washington Center students are functionally non-verbal; however, many are able to engage in limited communication via augmentative devices/systems, gestures or basic words.

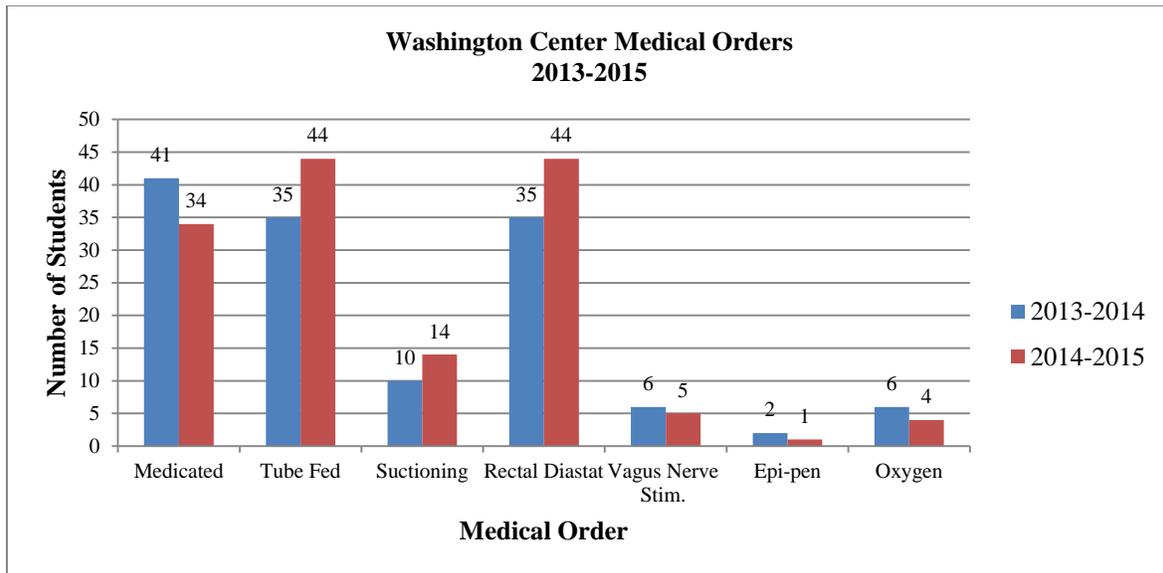


The ethnicity data on the graph below is generally consistent with overall district enrollment, with Caucasian students being in the majority. It is of interest to note that Washington Center’s Hispanic student enrollment is 14% in 2014 – 2015, probably associated with the significant influx of Hispanic families settling in the Greenville area in recent years. In 2013, US Census figures indicated that 8.7% of the Greenville County

population was Hispanic, and Hispanic students accounted for 10.4% of students enrolled in Greenville County Schools.



The preceding graph shows student gender for the 2014 – 2015 school year. Washington Center currently serves fewer females than males; a finding that is consistent with research that indicates that males outnumber females in intellectual and developmental disabilities (American Association on Intellectual and Developmental Disabilities 2008). As the above graph shows, gender numbers are consistent from the previous school year.

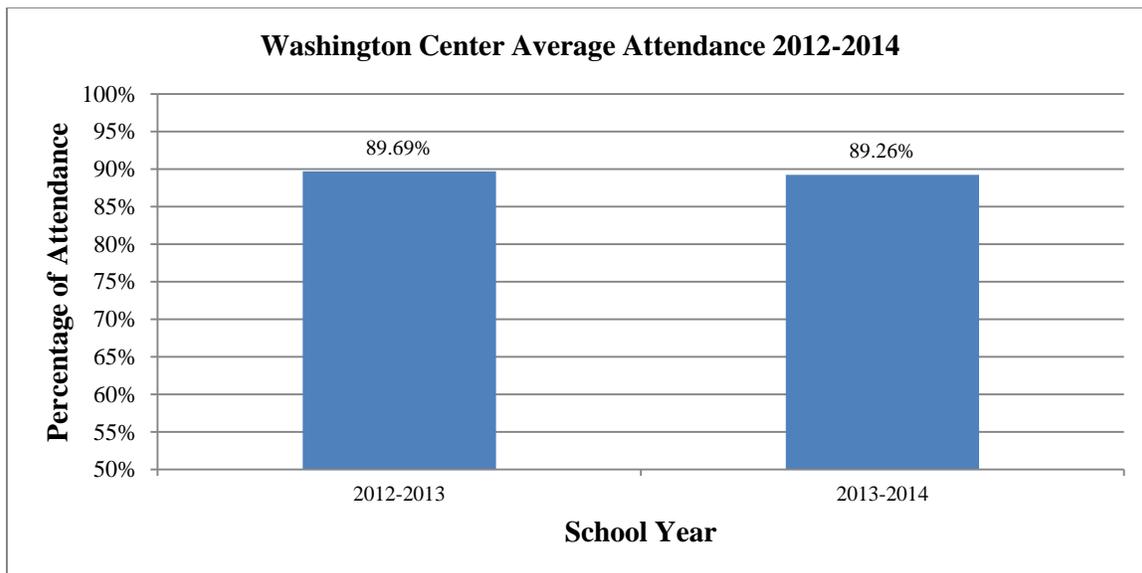


Due to the extreme and complex health issues of Washington Center students, on-site nursing services are required. Currently, three registered nurses and five licensed practical nurses coordinate classroom medical procedures and provide multiple services at both school campuses. The graph above reflects the number of students requiring specific medical procedures, all of which require a physician’s order. The staff receives training in many medical procedures as described in the Teacher and Administrator Quality section of Data Analysis and Needs Assessment. The above graph shows a steady increase in orders for tube feeding and rectal diastat orders since the 2013-2014 school year.

Washington Center students are served meals based on free, reduced, or full pay lunch status. Forty-four tube feedings are conducted daily replacing cafeteria meals.

Attendance and Mobility

The medical fragility of Washington Center’s population impacts the attendance rate. Some students have a high number of absences due to severe health issues. In 2013 – 2014, there were 145 students enrolled with an average attendance rate of 89.26%, as shown in the following graph. This percentage is consistent with that generated in other years.



Washington Center students do not receive a SC diploma upon graduation because they do not earn Carnegie Units. Instead, students receive a Certificate of Attendance when they exit. As a result, retention and graduation rates do not apply.

School's Major Academic and Behavioral Support Features

Washington Center students receive both academic and behavioral support. All instructional staff members have been trained in the Unique Curriculum and they have in turn trained support staff. The UNIQUE curriculum is aligned with state standards, but allows for great teacher flexibility in terms of instructional styles and methods. Speech-language therapists primarily implement an integrative service delivery model in order to facilitate communication in all the environments a student encounters. Behavior intervention training is ongoing for staff.

Unique Learning Systems (ULS) began to be used at Washington Center during the 2013-2014 school year. Teachers download thematic units that are designed to be appropriate both in terms of student age and developmental status. Instructional targets within each unit are aligned to ELA and math standards. The ULS curriculum also has a data collection center for monitoring and recording student progress throughout the school year.

News-2-You is a weekly online newspaper that connects classrooms to news stories from around the world. The newspaper is formatted with symbols to support students with disabilities. Each week students can listen to or read a current events article and participate in activities such as cooking, completing puzzles, discussing jokes, and more. The newspaper is published with four levels, advanced to simplified, to differentiate instruction, and the topics are aligned with instructional standards.

Team Instruction is an approach found throughout Washington Center. Teachers either rotate students or co-teach using a variety of instructional techniques. Lessons are aligned with standards and incorporate the use of technology when appropriate.

Community Integration and Experiences are an important part of daily instruction at Washington Center. Students of transition age (13 or older) are given many opportunities to visit grocery stores, malls, bowling alleys, parks, and many other locations. It is important that students interact with people in the community and learn life skills they will use after graduation. Younger students also enjoy trips to a swimming pool, horse farm, craft store, parks, bowling alleys and restaurants. Virtual field trips, which do not require travel, are available and are particularly appropriate for the students who are more medically fragile. Teachers use virtual trips to allow students to visit places outside of the community including zoos and aquariums in other states, the American Museum of History, Plymouth Rock and many more. Community experiences are considered to be essential for social and academic development; therefore, a corresponding goal has been added to teacher requirements.

Assistive Technology: Washington Center is committed to the use of assistive technology and augmentative communication. In recent years, Washington Center has added interactive instructional boards (Promethean Boards) in every classroom, as well as iPads and a connecting Doceri app. Promethean Board, iPad and Doceri app training have been provided for all teachers and for interested para-educators. The staff is dedicated to achieving and maintaining 100% technology proficiency, and this is accomplished by having teachers participate in Intel training and five year renewals.

CPI: Student discipline is the responsibility of all Washington Center staff members. As the student population has grown, behavior issues have also become more challenging. For students with severe behavior difficulties, a functional behavior assessment (FBA) is conducted. Based on findings generated, a behavior intervention plan (BIP) is developed as part of the student's IEP. The BIP serves as a blueprint for supporting students whenever behavior issues arise. Currently, more than 30 Washington Center students have BIPs included in their instructional programs. Staff members are trained and certified in Crisis Prevention Intervention (CPI) techniques, designed to minimize injury during a behavioral crisis.

APT: Washington Center also has a 12 member response team - APT (Applied Physical Training) made up of paraprofessionals who have received additional training beyond CPI. This group, called in only after regular interventions have been attempted, practices and retrains monthly.

Supporting Positive Behavior: A Washington Center goal is to provide a positive climate for learning in order to facilitate student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal,

the program offers many opportunities for student participation and recognition. Students are encouraged to exhibit and expected to maintain appropriate behavior at all times. 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 Washington Center students are posted, often in picture/symbol form.

MISSION, VISION, & 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 disabilities, 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 and NCSC test scores serve as a measure of student achievement, we also look for gains in all areas and in small increments. The staff was given an opportunity to have input as to their perceptions of our school's purpose in the form of student learner standards:

We believe the students 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 intellectual 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. 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 Common Core and 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

- Individualized instruction for every students according to their individual needs as reflected in the Individualized Educational Plan (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 students 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
- 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 standard and Core Curriculum Standards
- Continue support in the form of shared resources for instruction strategies in implementing the Unique curriculum in the classroom

Assessment

- Develop informational assessment methods linked to IEP objectives and student functional levels
- Analyze SC-Alt and NCSC 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

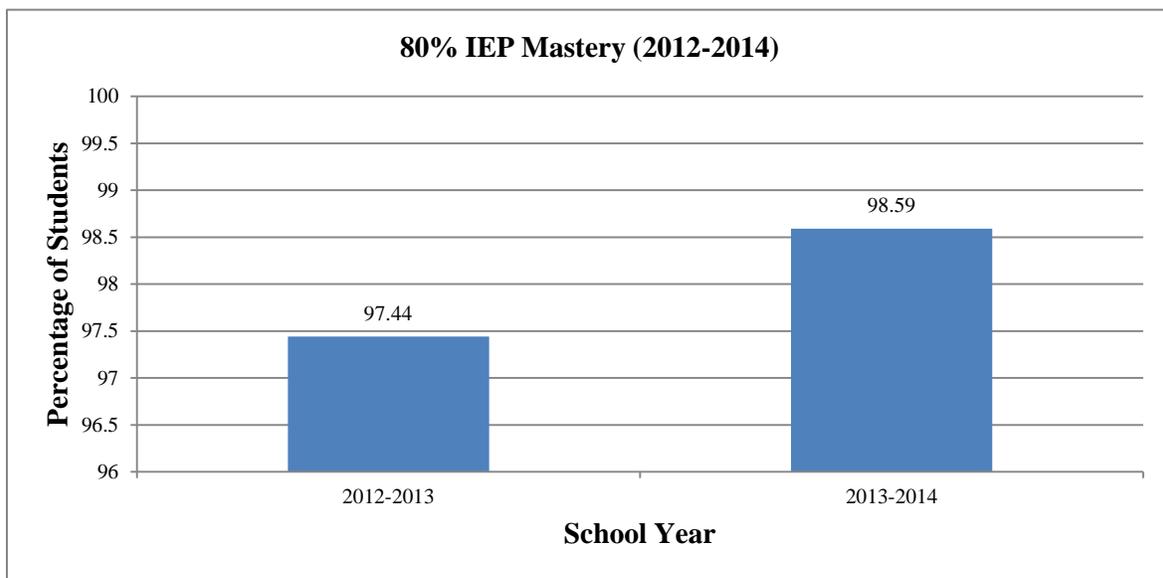
- Encourage parent involvement in each student's education as necessary for success
- Integrate Community Based Instruction (CBI) with school curriculum to promote the student's ability to function in public situations
- Provide sensory stimulating curriculum to motivate and encourage student participation
- 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

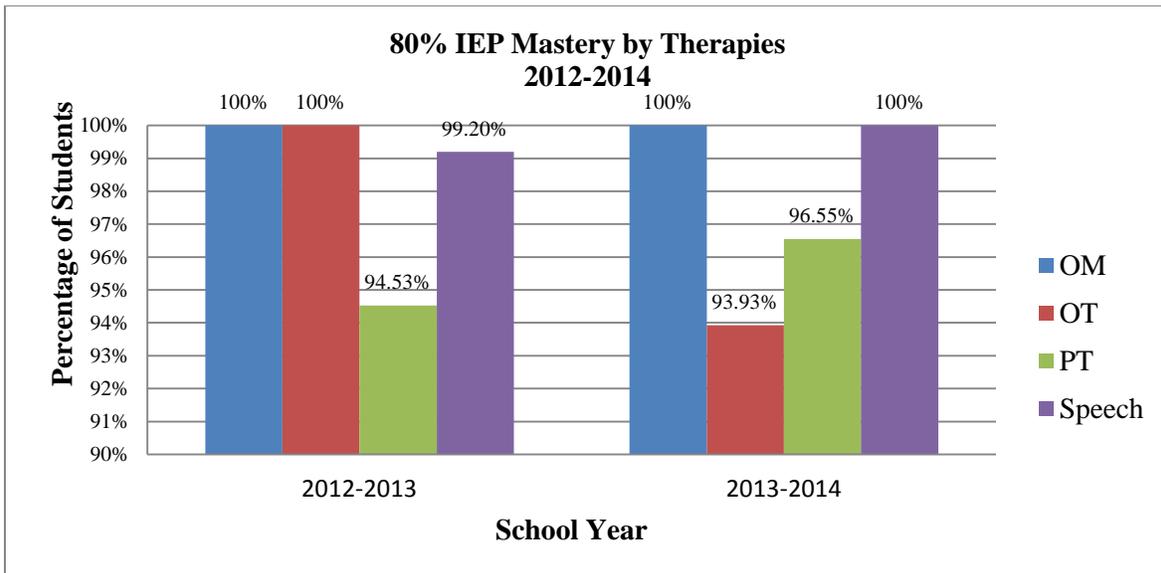
DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Results: Individualized Education Plan (IEP)

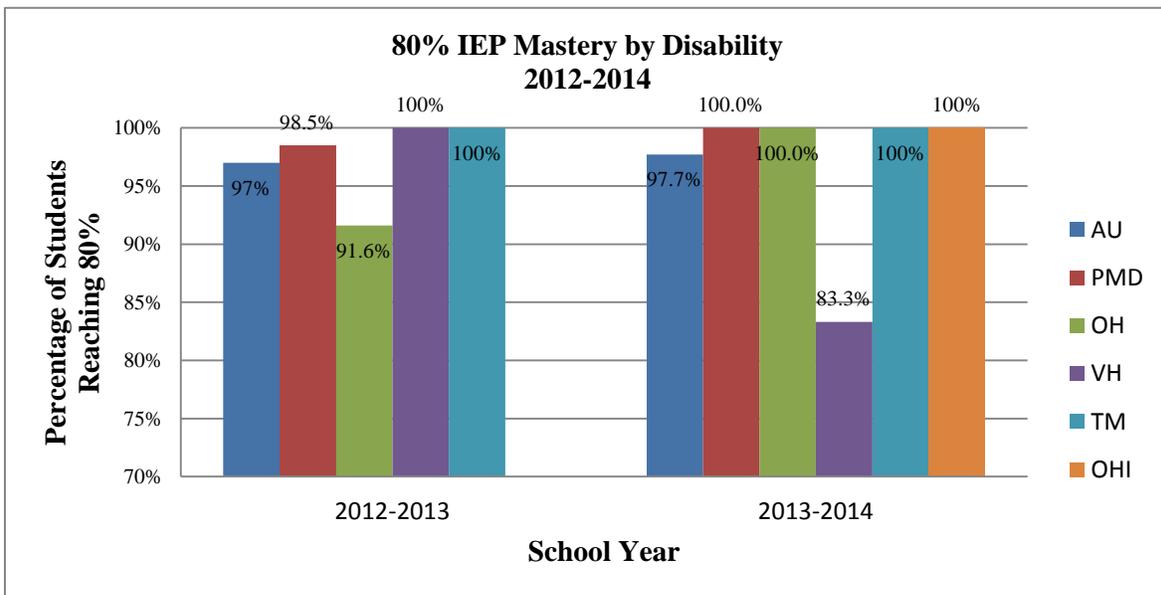
Each Washington Center student has an Individualized Educational Program (IEP) which is reviewed every four and a half weeks. Progress is measured in small increments and/or by maintenance of skill levels. In addition to academics goals, IEPs include ones related to: communication, self-help, and motor skills, as well as adaptive behaviors.

Standardized assessments do not reliably measure the progress of Washington Center students due to the severity and multiplicity of their disabling conditions. A modified version of the Alternate Assessment for English Language Learners (ELLS) is given to students from homes where Spanish is the primary language; and, historically, for all students, estimates of progress have been based on IEP goal achievement. IEP goals, developed with input from all members of a multidisciplinary team, which includes parents, teachers, therapists and others, are updated quarterly. Washington Center has a school-wide goal of having 96% of students achieve mastery level on 80% or more of their IEP goals. During the 2012-2013 school year, 97.44% of students mastered at least 80% of the IEP goals, and a similar percent (98.59%) achieved mastery results in 2013-2014.





The graph above shows IEP mastery results for therapy goals for the 2012-2013 and 2013-2014 school years. Regarding all therapy goals, mastery of greater than 80% was maintained.

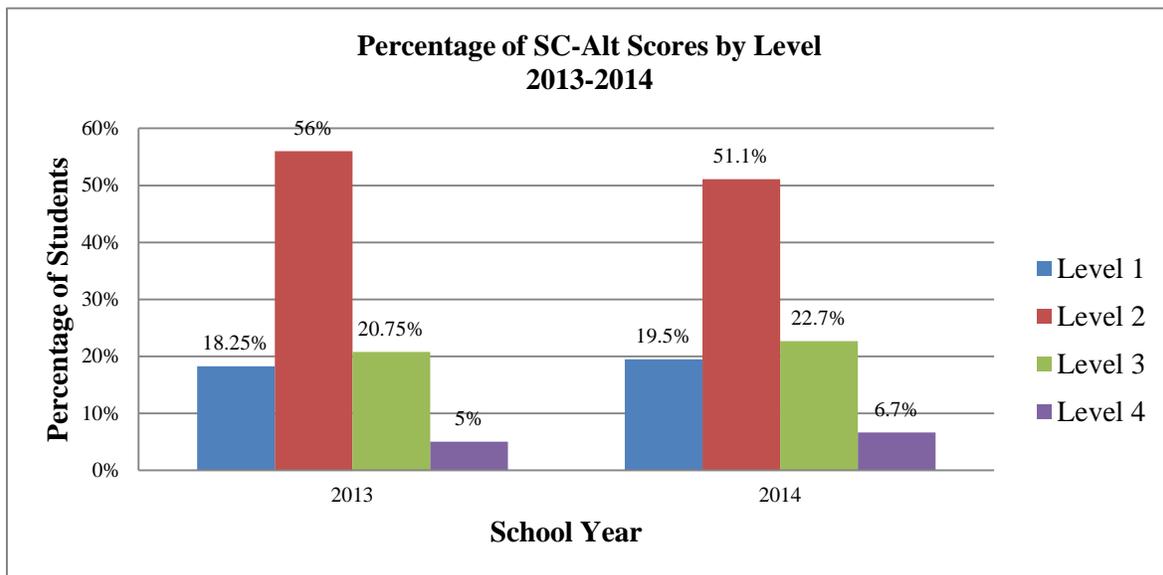


Data was also taken to determine the percent of goal mastery based on student disability classification. For students labeled under the category of PMD (Profound Intellectual Disabilities), 98.5% achieved at least 80% mastery on their IEP goals in 2012-2013, as did 100% of students in 2013-2014. In 2012-2013, 97% of students with Autism classifications achieved at least 80% goal mastery, and this increased to 97.7% in 2013-2014. 100% of students with moderate intellectual disability classifications (TM) achieved at least 80% mastery in both the 2012-2013 and 2013-2014. In 2012-2013, 91.6% of students classified as OH (Orthopedically Handicapped) mastered at least 80% of their goals, and 100% did so the following year. 100% of students (6 students classified as visually handicapped), while only five did so in 2014.

Student Achievement Results: South Carolina Alternate Assessment (SC-ALT)

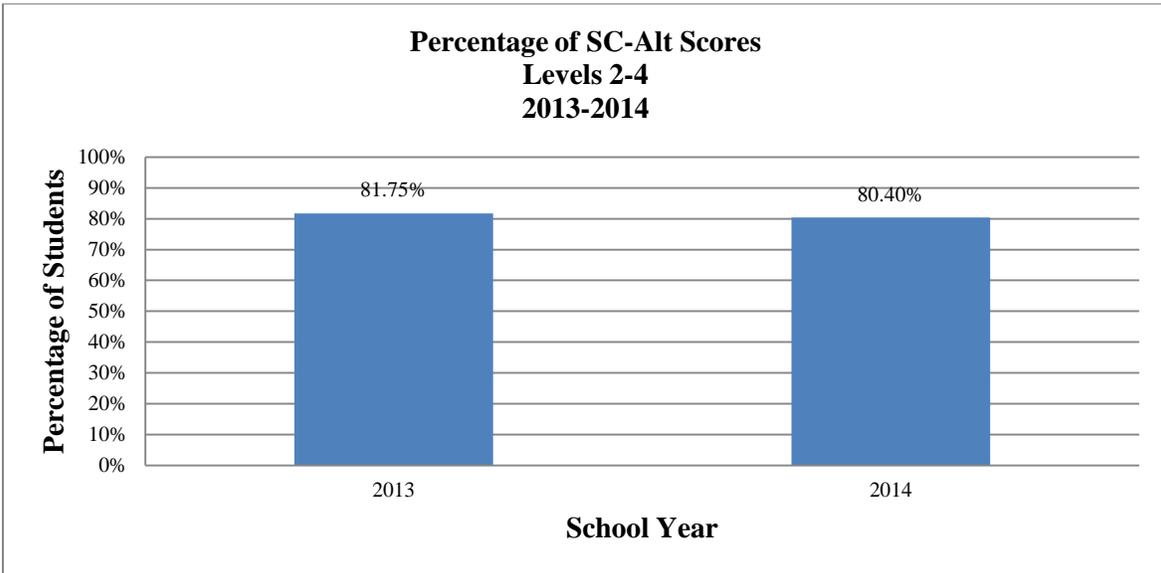
Beginning with pilot testing (fall 2014), followed by operational testing (Spring 2015), an alternative assessment developed for South Carolina and administered through the National Center and State Collaborative Assessment (NCSC) is being used with students who have documented intellectual disabilities in a severe range and are considered to be 3rd through 8th graders or 11th graders. This test will target ELA and Math skills, however, results will not be compared with those from previous alternate assessments because of the change in content and format. New school-wide targets have been aligned with Goal One for Student Achievement in Washington Center’s action plan.

Prior to fall 2014, Washington Center students were administered the South Carolina Alternative Assessment (SC-Alt) which included items in four content areas: English Language Arts (ELA), Math, Social Studies, and Science. Scores were reported on a four point scale: Below Basic (Level 1), Basic (Level 2), Proficient (Level 3) and Exemplary (Level 4). For spring 2014, 80.5% of Washington Center tested students scored at Level 2 (foundational skills) or higher in content areas. 19.5% scored in a Level 1 range, demonstrating emerging academic skills. (See the graph below.)

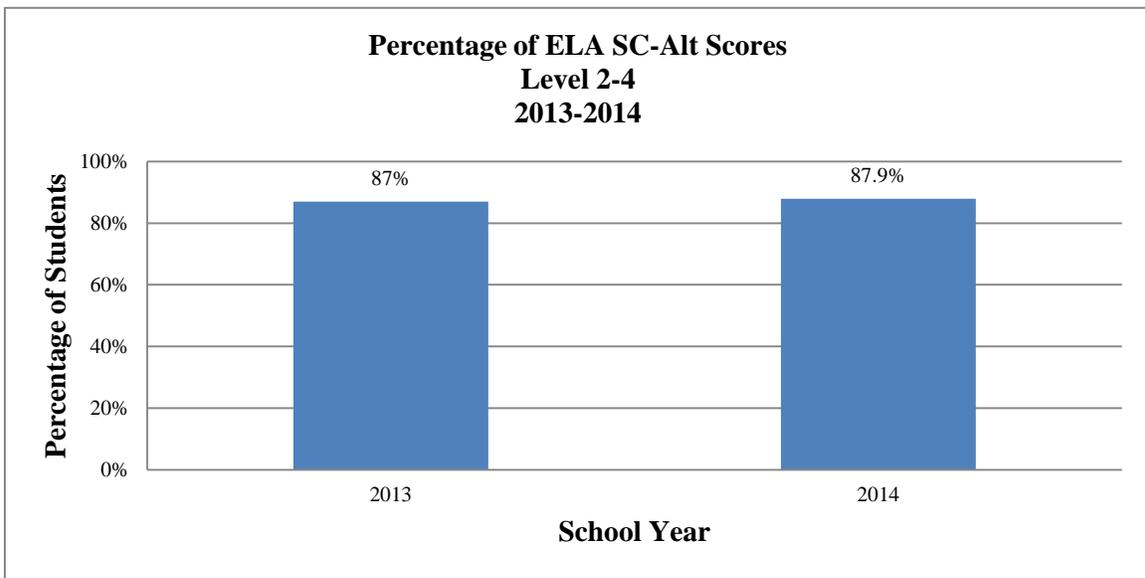


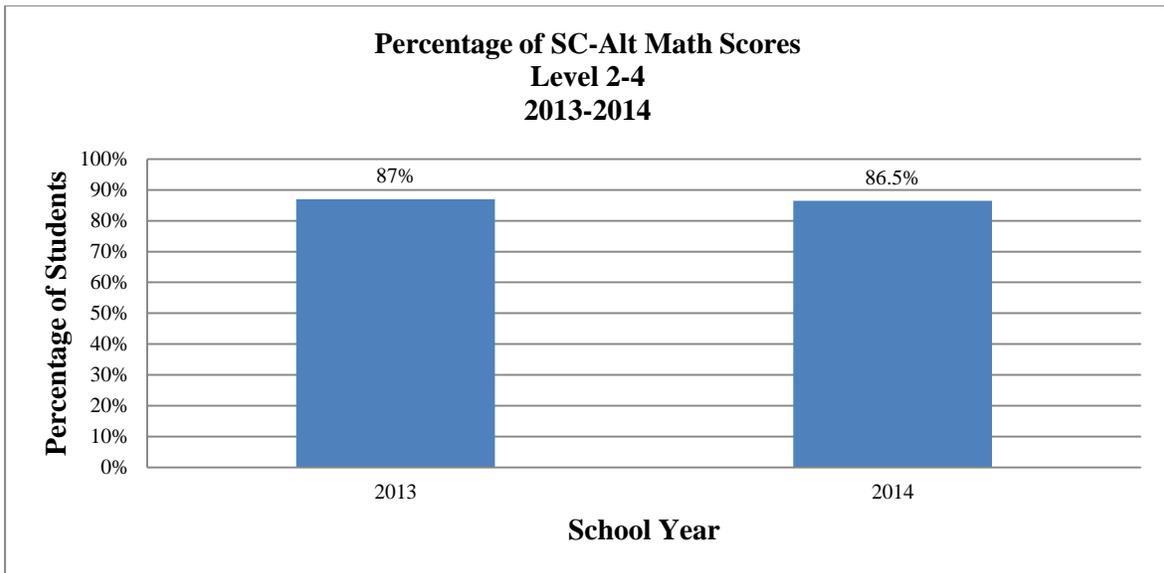
Test scores for 2014 showed a 1.25% increase in scores at Level 1; a 4.89% decrease in scores at Level 2; a 2.05% increase in scores at Level 3; and, a 1.7% increase in scores at Level 4.

Improved scores at Levels 3 and 4 appear to be the result of more consistent utilization of curriculum aligned with state standards.



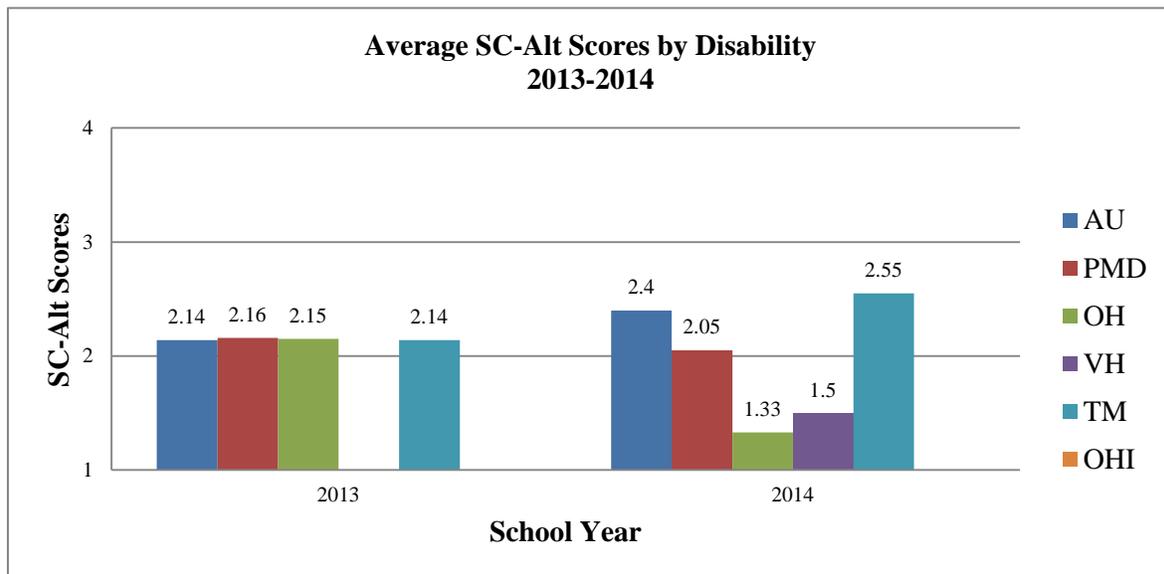
Well over half of the Washington Center students tested in spring 2014 scored at Levels two through four; however, this percentage was down 1.35% from 2013. (See above graph)





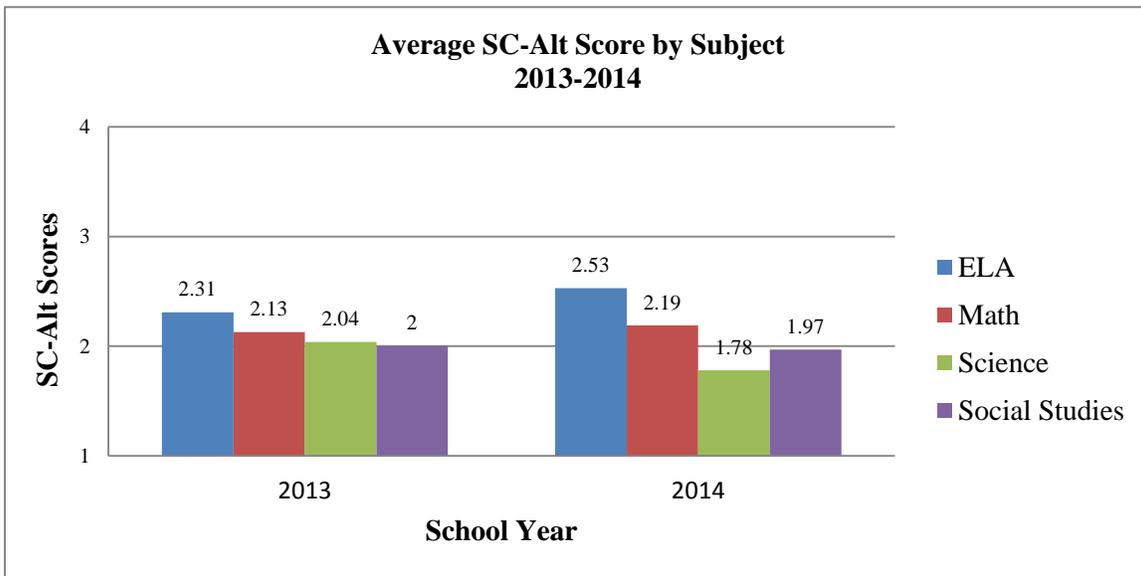
The preceding graphs depict the percentage of students scoring in levels 2-4 in ELA and Math for the 2013 and 2014 SC-Alt. In 2014, for ELA, 87.9% of students scored at levels 2-4, up 0.9% from the previous year; and, in Math 86.5% scored at levels 2-4, a decrease of 0.5% when compared with 2013 results. In terms of both ELA and Math, however, the school goal of 80% was exceeded.

For the 2014-2015 school year, the NCSC assessment will be administered in ELA and Math in lieu of the SC-Alternative assessment. No SC-Alternative scores for either of those subjects will be reported after the 2013-2014 school year. The 2014-2015 school year will produce baseline data for the NCSC assessment.

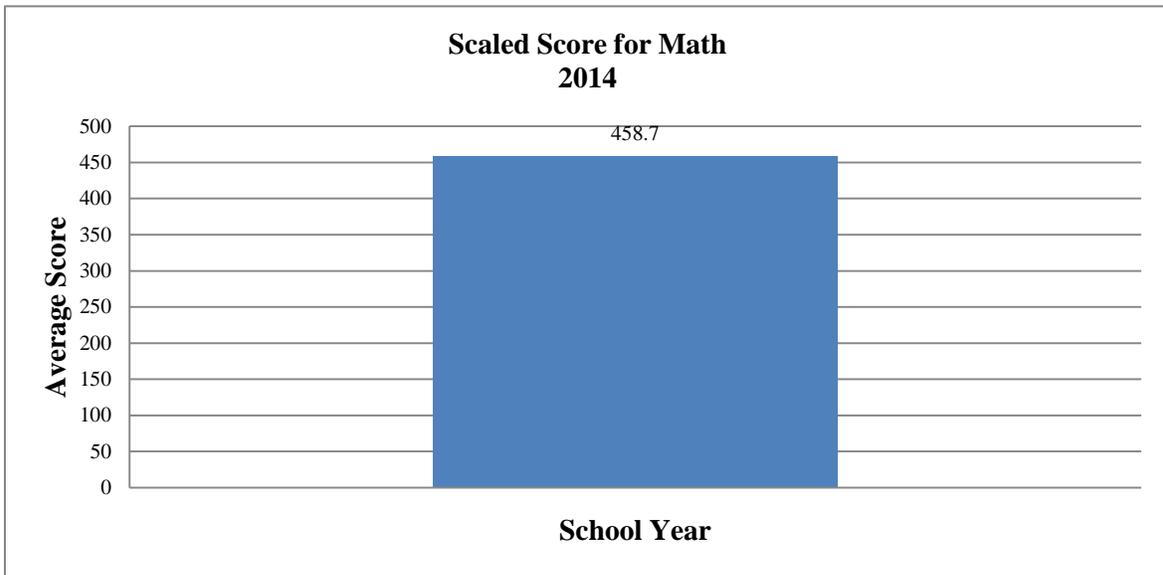
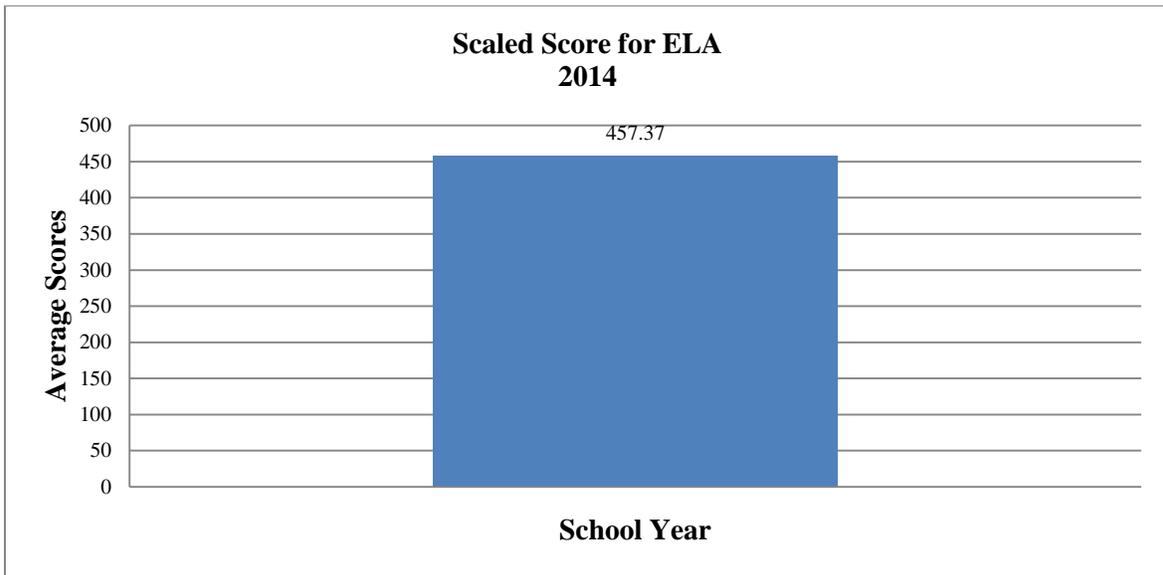


The above graph displays average SC-Alternate scores by disability classification from the 2013-2014 assessments. Students classified as Intellectually Disabled -Moderate (TM) performed best with an average score of 2.55, which is an increase from 2.14 in 2013. Students classified as Autistic (AU) also improved scores for 2014 to 2.4, up from 2.14 in 2013. Students classified as Intellectually Disabled- Severe (PMD) and those classified with Orthopedic Handicap (OH) showed small declines in scores when compared with 2013 performance (PMD) down 0.11 and OH down 0.82

When SC-Alt scores are analyzed globally and by levels, school-wide performance is shown to have improved somewhat in English Language Arts (+0.32) and Math (+0.06), and to have declined in Science (0.26) and Social Studies (0.03). (See graph below.)



Beginning in 2014, state legislation required that scaled scores be calculated for alternate assessments in order to make results comparable to those generated by the South Carolina Palmetto Assessment of State Standards (PASS). A score of 600 and or above was required for “Proficiency”. Washington Center students scored 457.37 in ELA and 458.7 in Math for the 2014 school year, and therefore did not meet the state criteria for proficiency. This finding, however, was not totally unexpected in that placement at Washington Center is an option only for students with the most severe disabilities.



Student Achievement Challenges and Related Goals (Needs Assessment):

Due to the serious nature of the disabilities of students at Washington Center, academic and functional skill growth does not follow a trajectory that is comparable to that of typically developing peers. As a result, alternate strategies must be used to measure progress. The school’s IEP annual objective for the 2013-2014 school year was to have 96% of students achieve mastery on 80% or more of their IEP goals. Students exceeded that goal in 2014 with 98.59% of them meeting the target. When this data is disaggregated by disability classification and types of therapy provided OM (orientation and mobility) and Speech report that 100% of students achieved 80% mastery, and OT followed with 93.93%. For 2014, 2015, occupational therapists are focused on developing more appropriate and achievable goals with activities supportive of best practices.

Washington Center has set a goal of having 83% or more of students participating in the SC-ALT ELA and Math score at level 2 and above. For 2014, the school goal was met in both areas (Math 86.5% and ELA, 87.9%). The average level score for ELA was 2.53, while the average score for Math was 2.19. Disaggregation by additional subject areas indicates weakest performance in Science (average score level of 1.78). In response to this finding, field trips such as one to the Children's Museum, virtual experiences focused on science instruction and participation in the annual science fair have increased. Additionally, lesson plans are monitored weekly for alignment with the UNIQUE curriculum.

Reaching a proficiency score of 600, under current scoring procedures, is not likely to be achieved in that Washington Center students must cope with not only severe intellectual difficulties, but with sensory and motor constraints as well. Students who are able to achieve high scores on this test, in all likelihood, are not appropriately placed at Washington Center and could benefit from a less restrictive, more challenging, instructional environment.

Teacher and Administrator Quality

Washington Center staff members participate in ongoing professional development. Each year, the areas in which training is needed are explored with faculty and staff. Based on those findings, in addition to input from administration, a fluid professional development calendar is developed. Currently, there are few district-sponsored workshops that relate directly to work with students with low incidence disabilities, though participation in the annual technology conference as well as Special Education Services' compliance trainings are valuable. In-service training that is more specific to Washington Center students is developed internally, and in recent years has targeted: implementation of UNIQUE, data collections methods, lesson planning, new teacher mentor support, student medical needs and emergency procedures, lifting and positioning training, SC Alternate Assessment administration, due process/IEP development, Crisis Prevention Intervention Training (CPI), Applied Physical Training (APT), characteristics and methods for teaching students with Autism, website development, technology integration, safety training, recognizing child abuse, teenage suicide awareness and PAS-T training.

UNIQUE Curriculum: In response to an identified need for a consistent curriculum for the Special Education population, UNIQUE was chosen and implementation began during the 2013-2014 school year. This program addresses common core objectives and transition skills, as well as ones related to communication and social and emotional development. Additionally, assessment tools designed to help with monitoring student progress are included. The UNIQUE Curriculum provides each teacher with a set of monthly plans which can be adapted for varying ages and ability levels. Lessons include suggested arts and crafts projects, snacks to prepare, songs, and News2You current events and videos. All Greenville County Schools self-contained Special Education teachers were provided a six hour UNIQUE training in the summer and fall of 2013.

Online Data Collection: In the fall of 2013, teachers were trained in online data collection using the datatracking.org system. Currently teachers are responsible for taking quantitative data daily for each of their students; and, this online data collection system ensures that the documentation recorded is uniform, comparable and consistent for each Washington Center student.

Lesson Planning: During the 2013-2014 school years, a committee of teachers at Washington Center met to find an on-line system that would generate more consistent and more easily monitored lesson plans. OnCourse Lesson Planning was chosen, and beginning with spring 2014, teachers were trained to follow a prescribed outline with flexibility for teacher individuality. This program is linked to standards, allows plans to be archived and shared, and includes an administrator feedback option.

New Teacher Mentor Support: New teachers at Washington Center are assigned a mentor who provides support, information, and encouragement during that first year at the school. Mentors, who have been trained by the district during a three day summer workshop, meet monthly with new teachers for questions/answer sessions and to engage in collaborative problem solving. Also, mentoring teachers are required to observe assigned mentees twice during the first school year; once in the fall and once in the spring.

Medical: All staff members, including bus drivers, are in-serviced each year on relevant medical practices and procedures. Individual plans are developed for students who require specific medical interventions, and nurses train all staff members in emergency response procedures, tube feeding, and management of students during and after seizures. Additionally, classroom personnel are given instruction related to medical orders that are specific to students for whom they provide care (e.g. special feeding, Diastat and Vegas Nerve Stimulator (VNS), suctioning techniques and Epi-pen and asthma inhalers). Also, by means of both table-top and actual drills, a team of ten emergency responders recertify every two years for Applied Physical Training (AED, Cardiopulmonary Resuscitation (CPR) and First Aid.

OT/PT Training for New Staff: At the beginning of each school year, occupational therapy (OT) providers conduct orientations related to safe feeding, including positioning and use of adaptive equipment, and sensory integration (e.g. use of workout equipment and the multi-sensory room). Additionally, the school's physical therapist (PT) and physical therapist assistant conduct a lifting and transferring in-service during which they review proper techniques for moving students in and out of adaptive equipment. Both OT and PT trainings are required for new staff and may be required as a refresher for others.

Alternate Assessment: Because the state assessments prescribed for typically developing students are not appropriate for ones attending Washington Center, an "alternate assessment" for students with severe disabilities has been developed and is in use. In order to prepare for the alternate assessment, first year test administrators, (teachers of students in grades 3-8 and students fifteen years of age) must attend a full day workshop conducted by the State Department of Education. At this training, teachers are informed regarding test components and administration and are given opportunities for practice. Subsequently, GCS annually conducts two hours of refresher training which includes an overview of the alternate assessment, updates on procedures, and directions regarding the distribution and return of materials. During the 2014-2015 school year, South Carolina introduced a new online format for ELA and Math alternate assessments. In the fall of 2014, pilot testing of the National Center and State Collaborative (NCSC) Alternate Assessment was completed. Washington Center teachers trained online and provided feedback to the test developers.

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). Following initial placement, re-evaluation reviews are conducted at three year intervals to consider the appropriateness of a student's placement and classification as well as any possible need for additional assessment or accommodations related to instruction or testing. Data is gathered from staff members, school psychologist, program facilitator, parents and other service providers who know individual students well. Annual reviews are held and new IEPs are developed each year with goals targeting academic and functional domains. Additionally, transition plans are developed for students 13 years of age and older.

Supporting Positive Behavior: One of Washington Center's goals is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behaviors. To reach this goal, the program offers numerous opportunities for student participation and recognition both at school and in the community. Students are expected to behave appropriately at all times and in every setting in order to avoid disruptions that can interfere with learning and limit community interactions. Student handbooks and other information regarding school and classroom rules are distributed and discussed on a regular basis; and, rules, often in a picture/symbol format, are posted in each class.

CPI: Washington Center provides a disciplined, yet stimulating, learning environment, enhanced by the involvement of parents. Staff members are trained and certified in Crisis Prevention Intervention (CPI) techniques.

Families are encouraged to participate in school committees, to practice skills designated in the Individualized Education Program (IEP) and to encourage and honor the successes of their children. Student discipline is the responsibility of all Washington Center staff members, and appropriate student behavior is a responsibility shared among staff members and families. Students identified with serious behavioral difficulties are referred for a Functional Behavior Assessment (FBA) from which a Behavior Intervention Plan (BIP) is generated and attached to the IEP

APT: An Applied Physical Training (APT) Team composed of twelve paraprofessionals who have received training and certification beyond CPI may be called upon when regular classroom interventions are inadequate and unsuccessful. The members of this special team conduct review/practice sessions on a monthly basis.

Autism Training: During the 2014-2015 school years, Special Education Services is sponsoring Autism Institute, with one hour sessions related to teaching students with Autism. Among the topics covered will be: Introduction to Autism, Motivation Systems, Accommodations, Video Modeling, Managing Escalating Behavior, Autism Spectrum Disorder, Discipline Infractions, Creating a Sensory Break Area in the Classroom,

Creating Peer Networks, Exciting Apps, and Writing and Listening Skills. This training is available to both teachers and administrators.

Technology: Washington Center programs have for many years incorporated assistive technology and augmentative communication into daily instruction. Through grants and PTA donations, Washington Center has acquired a variety of voice output devices and other types of technology. Tactile symbols, appropriate for students with visual impairments as well as those who are at a pre-symbolic stage of development, have been created and are in use throughout the buildings. The speech department provides yearly trainings for teachers related to strategies for incorporating augmentative communication into instruction.

Washington Center classrooms have interactive instructional boards, Promethean Boards, and training is provided in regard to their use. Grants, as well as Special Education and General Education funds, have been used to purchase 22 iPads with appropriate instructional applications. Training in iPad use and iPad apps has been offered throughout the year to both teachers and para-educators. Each iPad has the Doceri App, which connects the teacher's Promethean Board to the iPad, facilitating more efficient student access. Washington Center's technology committee monitors changes in technology and makes recommendations regarding devices that could be beneficial for students. Also, a number of Washington Center teachers have participated in the Upstate Technology Conference, both as presenters and as conferees. The staff is committed to achieving and maintaining 100% technology proficiency by participating in Intel by renewing every five years with thirty hours of technology credit.

Website Training for New Teachers: Under the webmaster's guidance, Washington Center's website has been expanded to include current news articles and newsletters with links to services and information. Additionally, teacher websites can be accessed from the school webpage. Training in website development has been provided, as has instruction related to designing newsletters.

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 Conservation, Sexual Misconduct, Medication Administration Basics, Diastat Administration, and Seizures. A Certificate of Completion is provided for the employee based upon earning passing marks on quizzes that follow each training module. Staff members are encouraged to take additional training related to Disruptive Student Behavior and Playground Supervision. Washington Center has

compiled a specifically designed *School Safety Manual* which all staff are required to review yearly. The Safety Administrator may assign Safe School courses as a follow-up to an employee accident or injury.

PAS-T Training: The Performance Assessment for Teachers (PAS-T) is Greenville County Schools' evaluation tool used to monitor and support teacher performance. Teachers rotate through a five year cycle and are evaluated formally when they are in Cycle Five.; however, teacher evaluation is required in some form every year. PAS-T domains are: knowledge of curriculum, instructional planning, instructional delivery, assessment, learning environment, communication, professionalism, and student achievement. Also required are peer and administrator observations, self-reflections and specific teacher goals.

This year teachers have set a professional development goal which requires, at a minimum, implementation of the following strategies: 1: Completion two peer observations yearly, 2: Acquisition of 24 hours of professional development, 3: Meeting or exceeding attendance criteria of 93%, and 4: Publishing monthly parent information newsletters. Additionally, 50 percent or more of students in tested grades are expected to meet standard on the state designated alternate assessment and 100 percent of students are to demonstrate mastery of a minimum of 80 percent of their IEP goals.

Professional Development Plan: Planning Year 2014-2015

August	September	October	November	December	January	February	March	April	May
12 th 1-3 Team Building	3 rd 3-4 Faculty Meeting	1 st 3-4 Faculty Meeting	5 th 3-4 Faculty Meeting	3 rd 3-4 Faculty Meeting	7 th 3-4 Faculty Meeting	4 th 3-4 Faculty Meeting	4 th 3-4 Faculty Meeting/Fire Inspector Training	8 th 3-4 Faculty Meeting	6 th 3-4 Faculty Meeting
13 th 8-11:30 CPI 1-3 Overcoming Poverty	4 th 3-5 New Teacher Training	7 th 3-5 New Teacher Meeting	6 th 6-7:30 Parent Night with Service Provider Presentations	10 th 3-4 School Portfolio Meeting	13 th 8-11 & 11:30-2:45 Peer Observations at another GCS School 3-4 iPad Training	11 th 3-4 School Portfolio Meeting	11 th 3-4 School Portfolio Meeting	15 th 3-4 Steering Committee Meeting	12 th 3-5 Website Training
18 th 8-3 APT Training 10-12 BOY Special Education	17 th 3-4 Steering Committee Meeting	8 th 3-4 Strategic Plan Committee Meeting	11 th 8-11 & 11:30-2:45 Peer Observations at another GCS School 3-4 Doceri Workshop	17 th 3-4 Steering Committee Meeting	14 th 3-4 School Portfolio Meeting	12 th 3-5 EasyIEP Training	18 th 3-4 Steering Committee Meeting		20 th 3-4 Steering Committee Meeting
20 th 3-4 Steering Committee Meeting	23 rd 3-4 Emergency Response Team Meeting/Drill	15 th 3-4 Steering Committee Meeting	13 th 12-12:30 Book Study for Classified Staff: FiSH!		20 th 8-11 & 11:30-2:45 Peer Observations at another GCS School	18 th 304 Steering Committee Meeting	26 th 3-4 Science Fair Workshop		

	24 th 3-4 Rubicon Atlas Training	16 th 9-1 Camp Spearhead Tour	18 th 8-11 & 11:30-2:45 Peer Observations at another GCS School		21 st 3-4 Steering Committee Meeting	19 th 3-5 Annual Review Training			
	29 th 3-5 NCSC Pilot Test Training	29 th 3-4 Julie Valentine Presentation	19 th 3-4 Steering Committee Meeting		27 th 8-11 & 11:30-2:45 Peer Observations at another GCS School	25 th 3-5 NCSC SC-Alt Training			
			20 th 12-12:30 Book Study for Classified Staff: Fish!		28 th 3-4 Strategic Plan Meeting 3-4 Regional Workshop for New Teachers to SC-Alt				

Professional Development Plan: Planning Year 2015-2016

August	September	October	November	December	January	February	March	April	May
Team Building	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting
Website Creation	New Teacher Training	New Teacher Training	Parent Night with Service Provider Presentations	School Portfolio Meeting	Technology Training	School Portfolio Meeting	School Portfolio Meeting	Steering Committee Meeting	Steering Committee Meeting

APT Training	Steering Committee Meeting	School Portfolio Strategic Plan Committee Meeting	Peer Observations at another GCS School Technology Workshop	Steering Committee Meeting	Peer Observations at another GCS School	Steering Committee Meeting	Steering Committee Meeting	New Teacher Training	
Steering Committee Meeting	Emergency Response Team Meeting/Drill	Steering Committee Meeting	Book Study	New Teacher Training	School Portfolio Meeting	Annual Review Training	Science Fair Workshop		
OT Sensory Training	Rubicon Atlas Refresher Training	Staff PD	Peer Observations at another GCS School		Peer Observations at another GCS School	NCSC SC-Alt Training	New Teacher Training		
OnCourse Training- New Faculty	Speech Updates Workshop		Steering Committee Meeting		Steering Committee Meeting	EasyIEP Training			
			New Teacher Training		Peer Observations at another GCS School	New Teacher Training			
			Technology		Strategic Plan				

			Workshop		Meeting Regional Workshop for New Teachers to SC-Alt				
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SCHOOL CLIMATE NEEDS ASSESSMENT

School Environment Supportive of Learning Involving the Community

Washington Center families, staff and community members work together and share responsibility for student success. Volunteers are essential to the program, and in addition to the services they provide, their interactions with students result in learning experiences for the volunteers themselves. Washington Center's program is unique and student needs are diverse, however, it is important for all students to have opportunities to give back to the community, learn real world information from our volunteers, and practice skills in the community.

Washington Center volunteers come from business and civic organizations, parents and family members, and community members. Service groups such as Dog Therapy, Sara Collins Elementary School, Christ Church and Riverside High Schools, Shannon Forest Christian School, Beck Academy, Furman University, and Greenville Technical College nursing program send volunteers who give students individual attention and provide exposure to typical peers. Annual events made possible by volunteer assistance are: Special Olympics, Challenge Day, Valentine's Day Pageant, Boo in the School, Craft Day, Walk and Roll, Christmas Program, Spirit Day and Community Day.

Each fall, Washington Center students participate in Bob Jones' Challenge Day. Approximately 200 student volunteers from Bob Jones University plan and organize a Special Olympics event exclusively for Washington Center students. Subsequently, each spring many Washington Center students travel to Furman University for the county-wide Special Olympics. Prior to the Furman event, approximately 200 students from Riverside High School visit Washington Center to meet and get to know their assigned athletes. The Riverside students then accompany Washington Center students throughout the day at Furman.

Community Day gives all the students in our school an opportunity to interact with and learn about community members and the jobs they do. The Greenville Fire Department, South Carolina State Troopers, Fox Carolina News, 107.3 Jamz Radio Station, Greenville County EMS, the Greenville Drive and the Downtown Greenville Trolley are a few of the regular participants in this event.

Spirit Day is an event that involves students in raising money for worthy causes in our community. Families and friends sponsor walkers by sending donations for students and staff to walk laps in the school gymnasium on Spirit Day.

The Washington Center PTA volunteers begin each school year by hosting a “Meet Your Teacher” afternoon; and in the fall, they work with Washington Center staff to organize a Family Night. At each of these events, families are given school and community information and are introduced to services that may be of benefit to them. The November 2014 Family Night, was particularly well attended, with more than 150 people present. Groups represented included: Autism Society, Camp Spearhead, DDSN, Family Connections, Shriners, ProParents, Shriners, Camp Hope and others. During the 2014-2015 school year, PTA will sponsor two additional informational sessions, one with the Palliative Care group from the Greenville Health System and one with an attorney who will discuss arrangements parents must make for children with disabilities as they come of age.

PTA volunteers decorate the school for Christmas, raise money for various school projects, and bring teacher lunches monthly. Their primary fundraiser, held in the spring, is the Washington Center Walk & Roll. A news anchor from a local TV affiliate serves as the Grand Marshall for the event, and PTA volunteers work to raise community awareness regarding the students and the work at Washington Center.

Carolina Dog Therapy volunteers come to school monthly and provide a unique hands-on opportunity for students to interact with dogs in the school environment. The dogs are well trained, and students respond positively to these visits.

Each year, Washington Center partners with Furman University, Clemson University, Greenville Technical College, and Anderson University to provide practicum and student teaching experiences. During their time at Washington Center, college and university students learn job-specific skills while observing and interacting with Washington Center students and staff.

Christ Church Episcopal School 8th grade students, as part of a service learning project, are reading buddies for students at Washington Center. They come weekly from November to April to read with students, and during their time at the school, augmentative communication devices are used to help read stories or facilitate communication. These 8th graders also dress up in costumes and are peer helpers during Washington Center’s “Boo in the School” event, and other service learning students from Christ Church Episcopal School assist during the annual Christmas party held at Washington Center.

The Klaver Klub, a community sorority of Beck and Hughes Middle School girls, also support Washington Center. They assist during the school Christmas party and generously purchase gifts for each Washington Center student. They also help with the PTA sponsored Walk and Roll and with other PTA events, such as Family Night.

The Daughters of Penelope, a women's group from the Greek Orthodox congregation, provide refreshments for the school Christmas party, and gifts are donated by the Furman Heller Service Corps.

Washington Center parents often help with classroom needs such as creating bulletin board displays, serving on the PTA Board and chaperoning community trips; and, many parents attend events such as the Bob Jones Challenge Day and Furman Special Olympics. Parents also support the school by sending special treats for Teacher Appreciation Week and Boo in the School, by raising money for special projects, by joining PTA, by buying/selling Honey Baked Ham certificates, by sponsoring and recruiting donors for the Walk and Roll, and by attending special events such as Family Night, Thanksgiving Lunch and the Valentine Pageant.

In addition to having volunteers come to assist students at school, Washington Center students volunteer in the communities during CBI (Community Based Instruction) trips. In the past, they have visited with residents of Cascades Verdae Retirement Community and Shepherd's Care Assisted Living Center, have delivered hot meals to seniors with Meals on Wheels, and have partnered with a local church to pack weekend meals for Blythe students. Students have collected materials to donate to The Greenville Humane Society, given food to the Loaves and Fishes Food Bank, and donated clothing items to Goodwill. Classes have contributed to the Toys for Tots campaign and decorated Christmas trees for St. Francis Festival of Trees at the Hyatt. A series of lessons with law enforcement personnel have been conducted during the current school year in order to attempt to develop more positive interactions between students with disabilities and police, whom they often fear.

In addition to community based instruction, students are also able to participate in virtual field trips to distant locations such as zoos, farms, aquariums, and even NASA. Virtual Field trips are accessible for all students and are supported by our state standards and curriculum.

Washington Center staff members have participated in numerous community agency trainings designed to protect students and improve quality of life. Among these have been ones provided by the Julie Valentine Center which is devoted to preventing child sexual abuse; Camp Spearhead where summer programming is provided for individuals with disabilities; Our Eyes Were Opened with Beth Templeton, a program directed toward understanding poverty; and the Jason Foundation which addresses prevention of teenage suicide.

Washington Center staff members maintain personal pages for Washington Center's website, and, each week a designated teacher contributes photos and articles which appear on the school web page and are shared with local media. Additionally, teachers create monthly newsletters which they post on their websites and send home with students, and they communicate additionally with parents using email, phone calls and communication notebooks. The school publishes a quarterly newsletter, *The Seagull Express*, which is printed in both English and Spanish, and the principal routinely emails updates and information to the staff in addition

to a Friday afternoon phone message that is sent to both parents and staff. This year a “Remind” telephone app has been made available to staff and families so that the principal can communicate reminders of special events as well as updated information about weather related school delays or closings.

Washington Center provides adapted related arts classes, as well as instruction in daily living and environmental science domains. Students work on cooking and other home care activities, interact with animals, and experience taking care of plants. The on-campus greenhouse facilitates instruction related to the growth and life cycles of plants, while also providing a venue for teaching basic work skills and money management. In physical education classes, students ride adaptive bikes and scooter boards, and they compete in adaptive bowling, tennis and volleyball. Art and music classes encourage creativity, problem solving and participation.

School Safety and Security

In addition to interior cameras installed during the summer of 2013, student and staff safety had been enhanced by having daily walk-throughs by law enforcement personnel and by the installation of scan locks on all exterior doors. Classroom activities can be viewed at any time, both on the main campus and at Hollis, and there are also four exterior cameras by which activity outside the building can be monitored.

Discussion of 2013-2014 Survey Results

2013-2014 Report Card Survey Responses from Staff yielded the following information:

- 12 Teacher responses were received for analysis. Due to limited teacher response, each teacher’s response counts for 8.3% of the total. The following items were recorded as the highest scores
 - My school provides challenging instructional programs for students (91.7% agree, 8.3% mostly agree)
 - Student assessment information is effectively used by teachers to plan instruction (91.7% agree, 8.3% mostly agree)
 - Effective instructional strategies are used to meet the needs of low achieving students (91.7% agree, 8.3% mostly agree)
 - My school offers effective programs for students with disabilities (91.7% agree, 8.3% mostly agree)
 - The school administration has high expectations for teacher performance (91.7% agree, 8.3% mostly agree)
 - The grounds around my school are kept clean (91.7% agree, 8.3% mostly agree)
 - The hallways at my school are kept clean (91.7% agree, 8.3% mostly agree)

- The bathrooms at my school are kept clean (91.7% agree, 8.3% mostly agree)
- I feel safe at my school before and after school hours (91.7% agree, 8.3% mostly agree)
- I feel safe going and coming from my school (91.7% agree, 8.3% mostly agree)
- Students from different backgrounds get along well at my school (91.7% agree, 8.3% mostly agree)
- Parents at my school are aware of school policies (91.7% agree, 8.3% mostly agree)
- The following items were recorded as the lowest scores in the Teacher Survey
 - Parents attend school meeting and other school events (8.3% disagree)
 - Parents participate as volunteer helpers in the school or classroom (8.3% disagree)
 - Parents are involved in school decisions through advisory committees (8.3% disagree)
 - I am satisfied with home and school relations (8.3% disagree)

Overall school climate indicators reveal all 55 of 55 survey questions scored 85% and above as favorable (agree/mostly agree) in the Teacher Survey.

Due to an insufficient sample, parent survey results were not reported.

Student surveys were not administered to Washington Center students in that this could not be done reliably.

ACTION PLAN

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: During the 2013-14 through 2017-18 school years, 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.

ANNUAL OBJECTIVE: During the 2014-15 school year, 95% of students will maintain a mastery level of 80% or more based on 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	95%	95%	95%	95%			
Actual Performance	95%	97%	98.59%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Provide support through progress report reviews, IEP updates.	10/23/14 1/15/15 3/24/15 6/4/15	Administration	No cost to school	NA	Written Feedback
2. Amendment procedures for inappropriate objectives	08/14- 03/15	Program Facilitator	No cost to school	NA	Log of Amendment Meetings
3. Due Process annual training	01/22/15- 05/11/15	Program Facilitator	No cost to school	Washington Center/Special Education Services	Log of attendees/ Webinar completion verification
4. Provide technology	08/14-	Administration	Unique	IDEA, School	Log of purchases

to enhance IEP instruction	05/15		Learning - \$3,878.87 District funds, iPads - \$1,738.01; Doceri - \$810.00 Local funds	District, Special Education Services, Grants	
5. Provide technology training	Rubicon Atlas Training 09/24/14, OnCourse Refresher 08/18/14, EasyIEP 01/22/15-05/11/15, Doceri for iPads 11/11/14 iPad Training 1/13/15 Website Training 5/12/15	Administration	No cost	NA	Portal Professional Development documentation
6. 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
7. Include all related arts & services in support for IEP instruction	08/22/13-6/04/15	Administration	No cost to school	NA	Student achievement documentation from service teachers
8. Provide Physical Therapy equipment to meet IEP goals	8/12-6/15	Special Education Services/ Administration		IDEA/Grants	Log of purchases
9. Receive training in and implement the Unique curriculum	7/13-6/15	Special Education Services/ Administration	No cost to school	NA	Portal Professional Development documentation
10.					

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: During the 2014-15 through 2017-18 school years, at least 50% of students in grades 3-8 and age 16 will meet standard score on the Alternate Assessment (NCSC ELA)

ANNUAL OBJECTIVE: During the 2014-15 school year, 50% or more of students participating in NCSC ELA will score within the standard range and above.

DATA SOURCE(S): NCSC scores for ELA

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15 (Goal revised)	2015-16	2016-17	2017-18
Projected Performance		83%	83%	50%			
Actual Performance	83%	87%	87.9%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	<i>Indicators of Implementation</i>
1. Train staff in the use and implementation of Alternate Assessment procedures	1/14- 2/14 9/14- 11/14 1/15- 2/15	SC Department of Education, 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 requirements of 16 standards yearly per subject area for all instructional staff	Quarterly data periods	Administration	No cost to school	NA	PAS-T evaluation and portfolio reviews
3. Require standards listing on weekly lesson plans	Weekly	Administration	No cost to school	NA	Evidence of listings
4. Represent school in state sponsored					

alternate assessment committees					
a. Represent school & district on committees	11/5/13 11/18/14	DTC-Alt/ Admin/ Teachers	No cost to school	State Department of Education	Record of meeting attendance
b. Participate in new assessment development/pilot testing	5/14 10/14	DTC-Alt/ Admin/ Teachers	No cost to school	State Department of Education	Record of participation
5. Provide technology & training to enhance standards-based instruction	08/13- 06/15	Administration	Unique Learning - \$3,878.87 District funds, iPads - \$1,738.01; Doceri - \$810.00 Local funds	General Funds, PMD, Communication, Donations	Record of purchases, use
6. Provide information for Common Core Standards	08/13- 06/15	Administration	No cost to school	NA	Discussion of Common Core Standards during Faculty Meetings and resources shared. Link on Oncourse Lesson Planner
7. Use of Unique curriculum 3 out of 5 days or 60% weekly	08/14- 5/15	Teachers	No cost to school	Special Education Services	Lesson plans
8. Use of weekly bulletin boards displaying standards-based- labeled student work	08/14- 5/15	Teachers	No cost	NA	PAS-T notebook documentation
9. Use of Oncourse Lesson Planner for Standards Links	6/14- 6/15	Teachers	\$1,719.84	School accounts	Oncourse record of lesson plans

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: During the 2014-15 through 2017-18 school years, at least 50% of students in grades 3-8 and age 16 will met standard score on the Alternate Assessment (NCSC Math)

ANNUAL OBJECTIVE: During the 2014-15 school year, 50% or more of students participating in NCSC Math will score within the standard range and above.

DATA SOURCE(S): NCSC scores for Math

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	*(New Goal) 2014-15	2015-16	2016-17	2017-18
Projected Performance		83%	83%	50%			
Actual Performance	83%	87%	86.5%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Train staff in the use and implementation of Alternate Assessment procedures	1/13-2/13 1/14-2/14 9/14-11/14 1/15-2/15	SC Department of Education, 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 requirements of 16 standards yearly per subject area for all instructional staff	Quarterly data periods	Administration	No cost to school	NA	PAS-T evaluation and portfolio reviews
3. Require standards listing on weekly lesson plans	Weekly	Administration	No cost to school	NA	Evidence of listings
4. Represent school in state sponsored alternate assessment committees					
a. Represent school & district on	11/5/13 11/18/14	DTC-Alt/ Admin/	No cost to school	State Department of	Record of meeting attendance

committees		Teachers		Education	
b. Participate in new assessment development/pilot testing	5/14 10/14	DTC-Alt/ Admin/ Teachers	No cost to school	State Department of Education	Record of participation
5. Provide technology & training to enhance standards-based instruction	08/13- 06/15	Administration	Unique Learning - \$3,878.87 District funds, iPads - \$1,738.01; Doceri - \$810.00 Local funds	General Funds, PMD, Communication, Donations	Record of purchases, use
6. Provide information for Common Core Standards	08/13- 06/15	Administration	No cost to school	NA	Discussion of Common Core Standards during Faculty Meetings and resources shared. Link on OnCourse Lesson Planner
7. Use of Unique curriculum 3 out of 5 days or 60% weekly	08/14- 5/15	Teachers	No cost to school	Special Education Services	Lesson plans
8. Use of weekly bulletin boards displaying standards-based-labeled student work	08/14- 5/15	Teachers	No cost	NA	PAS-T notebook documentation
9. Use of OnCourse Lesson Planner for Standards Links	6/14- 6/15	Teachers	\$1,719.84	School accounts	OnCourse record of lesson plans

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: During the 2014-15 through 2017-18 school years, teachers will demonstrate professionalism through reaching 100% criteria in school-wide areas of professional measurement. (Note change in goal from previous year- new baseline established 2014-15)

ANNUAL OBJECTIVE: During the 2014-15 school year, 100% of teachers will meet the following criteria:

- Observe in at least two classrooms
- Obtain 24 hours of professional development
- Meet or exceed attendance criteria of 93% (established 2013-14 school year)
- Develop and post monthly parent/information newsletters

DATA SOURCE(S): Observation summaries, Evidence of professional development attendance, Attendance summary, Samples of monthly newsletters

	Baseline/ Planning Year 2014-15	2015-16	2016-17	2017-18
Projected Performance	100%			
Actual Performance				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Schedule & conduct two peer observations	9/14-5/15	Classroom/ Related Teachers	NA	NA	Two written Summaries/ Reflections of Observation: Peer Observation Summary
Attend 24 hours of Professional Development	9/14-5/15	Classroom/ Related Teachers	NA	NA	Evidence of attendance: PD Printout/ Agenda
Work Attendance of at least 93%	8/14 – 6/15	All Staff	NA	NA	End of Year attendance for current school year
Monthly informational newsletters	9/14-5/15	Classroom/ Related Teachers	NA	NA	Monthly newsletter samples Posting on website &/or delivered to parents & Linked to Lesson Plans

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: During the 2014-15 through 2017-18 school years, 100% of students will participate in experiences to enhance their quality of life and community experiences as defined for the 5 year rotation of the School Strategic Plan.

ANNUAL OBJECTIVE: During the 2014-15 school year, 100% of classes will participate in at least two community-based outings (on or off campus) and two typical peer activities.

DATA SOURCE(S): CBI ledgers, Field trip ledgers, School Event Schedules, Virtual Field Trip Requests, Lesson Plans

School Name	Baseline/ Planning Year 2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	100%	100%			
Actual Performance	52%				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
CBI trips (Middle & High School Students)	9/13-5/15	Program Facilitator	No cost	Funded by district	CBI Rosters
Christ Church Reading Buddies	10/14-5/15 Wednesdays	Administration	No cost	NA	Attendance rosters
Olympic activities Challenge/ Bob Jones Furman/ Track and Field	9/26/2014 4/8/2015	Administration, PE Teacher	\$2,000.00 \$1,800.00	Transportation Funded by PTA	Roster of attendees, schedule, programs
Boo in the School with community volunteers	10/14	Halloween Committee	No cost	NA	Schedule and Log of attendees
Christmas Activities	12/14	Christmas	No cost	NA	Schedule and

with community volunteers		Committee/ Christ Church Volunteers			Log of attendees
Valentine Pageant and Dance with community volunteers and attendees	2/15	Valentine Committee/ Shannon Forest Volunteers	No cost	NA	Program and log of attendees
Craft Day with community volunteers and attendees	5/15	Craft Day Committee/ Christ Church Volunteers	No cost	NA	Schedule, list of sale items, record of sales
Virtual Field Trips	8/14-5/15	Classroom teachers	As required per order	Classroom funds	Documentation by teachers
Children's Museum	11/6/14	Program Facilitator	\$1,800.00	Greenville County Medical Society Alliance	Bus rosters
Fitness Walk for Walk and Roll	4/15	Classroom Teachers and Related Arts	No Cost	\$1,200.00	Lesson Plans and completion of walk
Freedom Walk	2/27/15	Black History C Committee/Teachers	No Cost	NA	Schedule/ Bulletin Boards
Play	4/14	Wade Hampton High School / Washington Center Staff	\$1,900.00	School Donations	Lesson Plans and Schedule
Community Day	5/15	Community Day Committee /Teachers/volunteers	No Cost	NA	Bus rosters Schedule
Law Enforcement Interactive Lesson	2/15	Teachers	No Cost	NA	Schedule and Lesson Plans

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: During the 2013-14 through 2017-18 school years, community and staff will be represented through a variety of committees to support school functioning, as defined for the 5 year rotation of the School Strategic Plan.

ANNUAL OBJECTIVE: During the 2014-15 school year, SIC and Steering Committees will serve as community, parent and staff mechanisms for school program input along with PTA.

DATA SOURCE(S): Committee Agendas and Meeting Summaries

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			One monthly meeting per committee	One monthly meeting per committee			
Actual Performance	Number of meetings: PTA- 10 SIC-0 Steering-0	Number of meetings: PTA- 10 SIC-0 Steering-0	Number of meetings: PTA- 10 SIC-3 Steering-4				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
PTA	7/14-5/15	PTA President	No cost	NA	Agendas
Walk & Roll	4/25/15	PTA President	\$3,000.00	\$18,000.00	Completion of event
Teacher Grants	8/15-6/15	PTA President	\$6,000.00	Walk and Roll	Ordering supplies and completion of projects
SIC	9/14-5/15	SIC chair	No cost	NA	Agenda
Parent Workshops 1. Palliative Care 2. Financial Planning	4/15/2015 3/18/15	SIC Chair/ Administration PTA	Breakfast for parent attendees	Donations	Agenda and roster of attendees
Steering	9/14-5/15	Administration	No cost	NA	Agendas and Meeting notes

Appendix Section

Website link to 2013-14 Washington Center School Report Card:

<https://ed.sc.gov/data/report-cards/2014/elem/c/e2301902.pdf>

Website link to Washington Center 2013-14 ESES (Federal Accountability Rating System):

<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301902>