

**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
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Washington Center

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	<i>W Burke Royster</i>	3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kathleen J Bush	<i>Kathleen J Bush</i>	3-14-17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Penny Rogers	<i>Penny Rogers</i>	3/14/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Linda R. Thigpen	<i>Linda R. Thigpen</i>	3/13/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 2 Betty Spencer Drive

Greenville, SC 29607

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 Cindy Brown* Cathy Bush Virginia Cook Madeline Crowder Julie Dail* Marisa Davis Jennifer Ensley Amy Garbe Linda Kemp Jennifer Lancaster Nardia Lloyd Melanie Montemayor Mary Grace Orr Elizabeth Piper Kim Poole Keith Powell McKenzie Riley Sharon Russo Lacoyah Smith Ryana Smith Erin Sosebee Samantha Stansell Misty Swiney Sarah Tanner Amanda Wakely Rebecca Williams *Committee Chair
3. PARENT/GUARDIAN	Valerie Allen
4. COMMUNITY MEMBER	Dee Malone

- 5. SCHOOL IMPROVEMENT COUNCIL Cathy Bush
- 6. READ TO SUCCEED READING COACH Linda Thigpen
- 7. SCHOOL READ TO SUCCEED LITERACY LEADER Linda Thigpen
- 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
 ** Must include the School Read to Succeed Literacy Leadership Team.

READ TO SUCCEED LITERACY LEADERSHIP TEAM

Chair	Linda Thigpen
Principal	Dr. Penny Rogers
Program Facilitator	Linda Hill
Program Facilitator- Hollis	Barbara Bingham
Teacher	Lacoyah Smith
Paraprofessional	Sandy McDowell
Teacher	Keith Powell
Media Specialist/Librarian	Jennifer Lancaster

PTA BOARD

President	Susie Robison
Co-Vice President	Carla Burkhardt
Co-Vice President	Karen Grindstaff
Treasurer	Valerie Allen
Secretary	Jennifer Lancaster
Membership	Sandy McDowell
Ways & Means	Gloria Stamps

SIC

Chair	Cathy Bush
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Teachers	McKenzie Riley Nardia Lloyd Marisa Davis
Parents	Kristi Kingren Susie Robison Jane Hart Stone Harper Valerie Allen Holly Kopp
Community Members	Ann Poole Lara Ceisel Robin Blackwood Dee Malone
Ex-Officio	Penny Rogers Linda Thigpen Linda Hill Barbara Bingham Amy Garbe

STEERING COMMITTEE

Chair	Dr. Penny Rogers
Secretary	Kathy Trout
Staff Members	Alan Madden Gail Metcalf Jennifer Reneke Emily Benton Virginia Cook Sharon Russo Denise Wilkerson Janet Lage Sarah Tanner Angie Jenkins Samantha Stansell Cathy Bush

***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 school 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.

✓ 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.

✓ 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).

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INTRODUCTION

Washington Center's Strategic Plan is a self-study reflecting the mission, vision and instructional practices that guide the school program. The contents of this document validate maintenance of SACS accreditation requirements and serve as a school renewal plan. It documents changes and continuous growth, while providing a vehicle for self-assessment, communication, and accountability.

The current school portfolio has been updated based on input from faculty, staff, therapists and administrators. For this project, teachers were divided into three committees, and each was assigned a chairperson, who was a teacher in her formal evaluation year. This individual met with the instructional coach for assignments and guidance, and then with assigned groups to give each individual a designated task within October through March timelines. Washington Center's PTA, Steering and SIC Committees were consulted regarding school initiatives and were asked to review the portfolio.

Groups met on a regular basis to complete sections of the document, and committee members communicated regularly via both emails and scheduled meetings. Content includes information from PTA, SIC, Steering Committee, therapists, administration, and Health and Food Services. Completed assignments were forwarded to administrators for review and editing, and content information was shared, reviewed and revised during committee, faculty, PTA and SIC meetings. The final document was then submitted to the Central Office, posted on the school website, and maintained at the school as a hard copy for public view.

EXECUTIVE SUMMARY

Needs Assessment or Findings for Student Achievement

Student achievement at Washington Center is measured by daily formative assessment, regular summative assessment, and standardized testing. The goal of instruction is to develop functional skills related to communication, academics, mobility, and social interaction-areas addressed via individualized goals. The school-wide projection of 80% mastery of IEP goals has consistently been met and exceeded until the 2015-16 school year. At the end of the 2015-16 school year, the IEP mastery average fell to 72.6% as a result of declines related to therapy goals. All students met the 80% criteria for classroom goals, while only 67.2% of therapy goals were achieved. Challenges related specifically to the design and monitoring of occupational therapy and physical therapy goals have been addressed for 2016-2017 in our Action Plan.

At Washington Center, “alternate assessments” are used to comply with federal guidelines which require that student progress be monitored using standards-based assessments. However, the new format of the SC-NCSC (South Carolina National Center and State Collaborative) online assessment for ELA and Math has proven to be challenging for students with severe disabilities. Only 8% of Washington Center students scored at proficient levels on the ELA measure, and 37% scored proficient in Math. The SC-Alt which was used for all subjects prior to 2015 was administered only for Science and Social Studies in 2016 since the newer SC-NCSC was available. Testing in 2016, yielded 30% proficiency in Science and 29% in Social Studies. Test results were disaggregated to determine areas of strength and weakness by disability classifications, and the information generated was used to determine areas for instructional emphasis. Maintaining a 3% yearly increase in ELA and Math alternate assessment scores continues to be a school-wide goal as described in the school’s action plan.

Needs Assessment or Findings for Teacher and Administrator Quality

Since 2014 teachers have been required to:

1. Show measurable increases in student academic and IEP performances.
2. Observe at least two colleague’s classes and record reflections.
3. Participate in a minimum of 24 hours of professional development.
4. Display monthly standards-based bulletin boards.
5. Maintain technology proficiency.
6. Develop and post monthly classroom newsletters and updated websites.
7. Submit at least one grant request that supports classroom and/or school-wide funding

These expectations are a part of each teacher's yearly Student Learning Objective (SLO), and since the implementation of SLO requirements during the 2014-15 school year, teachers have met all criteria.

Needs Assessment or Findings for School Climate

Beginning with the 2014-2015 school year, Washington Center staff members have demonstrated a commitment to providing community experiences, much like the ones enjoyed by typical peers. Trip destinations, selected after thorough consideration of constraints imposed by the severity of students' intellectual, orthopedic and medical challenges have been chosen based upon potential for introducing students to enriching experiences beyond the school setting. In addition to the benefits provided for students, these outings offer community members opportunities to meet and interact with individuals they might otherwise never know. Special Olympics at Furman University, Challenge Day at Bob Jones University, Christ Church's Reading Buddies Program and Washington Center's Craft and Community Days involve volunteers and guests, and all of these experiences are designed to provide students with greater access to members of the community.

Improving school climate and maintaining a positive environment at Washington Center is an on-going priority, being accomplished, in part, by ensuring that representatives of staff, parents and the community are given opportunities for input and school decision making. Monthly PTA (Parent Teacher Association), SIC (School Improvement Council), and Steering Committee meetings facilitate school, home, and community communication and involvement. Members of both SIC and Steering Committee serve in advisory roles, while PTA helps provide funding for materials and activities that enrich curriculum, maintain community-based training, and support teachers and staff.

Significant Challenges

- Because students are served by multiple teachers and therapists, regular and efficient communication regarding student progress and goal attainment is a necessity.
- Changes in formats for standardized alternate assessments have made it difficult for teachers to adequately prepare students for testing; and, test content is all too frequently inappropriately challenging for this population.
- Identifying appropriate curriculum for students with low incidence disabilities was a challenge for many years; however, since 2013 the Unique Learning System, with standards based lessons, has been used effectively in Washington Center classes. Additionally, teachers now have access to Rubicon Atlas, a general education program which has been equipped with special education connectors.

- Washington Center continues to research electronic data systems which will provide consistent collection and analysis of IEP progress in all classrooms.
- Teachers and staff members work to improve and maintain communication with parents and caregivers through the use of updated websites, newsletters, daily logs, use of the Remind App and a Friday afternoon phone update from the principal to parents and staff. Also, included on the school's website are video tapes of PTA meetings and links to You Tube, Facebook and Twitter accounts. A school yearbook is published every other year.
- The district's Student Services Department provides social work assistance when home visits are required, and an assigned social worker assists families with accessing needed community services.
- Maintaining up to date technology is challenging in that funds to be used for this purpose, for the most part, must be secured from donations and grants. The school is currently in the process of upgrading to iPad Air 7 devices in each classroom and purchasing updated student desktop computers equipped with touchscreens. Teacher laptops were "refreshed" during the 2015-2016 school year.
- The provision of appropriate, safe, and cost effective off-campus experiences is a priority for Washington Center. District, school, and classroom funds are used for both off-campus and virtual trips. These trips give students exposure to the local community and locations around the world while also providing opportunities for them to generalize skills and information taught at school.
- Increasing community involvement in the school and encouraging staff input into decision making are goals being addressed through SIC, Steering Committee, and an open invitation to make suggestions anonymously or otherwise using the suggestion box. Washington Center also hosts frequent visits by high school groups and serves as a training site for nursing students and prospective teachers.
- A new initiative for the school is the creation of age appropriate and safe outdoor recreational and instructional venues. Presently, Washington Center's courtyard is small with limited shade, which for some students, minimizes its usefulness. To meet the identified need, particularly for older students, Washington Center and Sara Collins Elementary School have begun the design work and fund raising for a nature trail. Cost for the design, construction, and equipment is expected to be over \$100,000.00, and the tree removal phase is being accomplished at this time. Completion of the trail is projected to be August, 2017.

Significant Awards, Results, and Accomplishments

In recent years, Washington Center has been the recipient of numerous donations and grants. Individual Knights of Columbus organizations, as well as the state Hope Foundation, have provided support for projects; and in

recent years, Washington Center has been the recipient of both Beck Academy's and Eastside High School's Spirit Week fund raising. Additional support has been provided by Riverside High School, Buena Vista Elementary School, Carolina High School Greer High School, the Graham Foundation, Greenville Women Giving, the Southern Endowment, Klaver Klubs, Furman's Heller Club, St. Joseph's High School, the Daughters of Penelope, teacher cadet groups from high schools across the district, and donations from sources such as Donor's Choose and private individuals.

During the last three years, Washington Center has received the United Way's "Improvement Award", the National School Public Relations Association's "Golden Achievement Award", and the district's "Safety Award". The PTA holds Silver Palmetto status; and in January 2017, Linda Thigpen, Instructional Coach, was the recipient of the WYFF Golden Apple Award. Additionally, in 2016 Sharon Russo was one of three teachers in the state chosen by Blue Cross/Blue Shield for "Fearless Teacher" recognition. Washington Center teachers have been filmed for demonstration lessons and test sessions used to train teachers across the state on alternate assessment administration and several teachers and administrators currently serve on district and state level committees charged with designing assessment and planning instruction for students with special needs. In March, 2017, a group of staff members were selected for the district's "Miracle Worker" award in response to their having implemented emergency procedures that saved the life of a student.

WASHINGTON CENTER SCHOOL PROFILE

School Community

Overview

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 136 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 specifically for each student by teams that include: 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 kitchens and a greenhouse, a gym, and a media center. There are also therapy rooms, nurses' stations, administrative offices, multisensory suites, and adapted playgrounds at both locations. The school is currently in the process of developing a nature trail that will be located behind the Betty Spencer Drive campus.

Students on the two campuses are served by 21 classroom teachers, 45 paraprofessionals, 8 nurses, and 2 orderlies. Related arts teachers and therapists travel between the two campuses in order to meet the students' needs. Itinerant vision and hearing services are available for qualifying students, and two teachers serve 20 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 at Washington Center, and that number grew to 26 for the 1979-80 school years. During the 1990's, many students with moderate disabilities were staffed to less restrictive placements in self-contained classes in traditional schools; and, in recent years, enrollment at Washington Center has been limited to those with the most significant cognitive issues.

School Leadership

District Special Education Support

W. Burke Royster- Superintendent of Greenville County Schools

Traci Hogan – Assistant Superintendent for Special Education Services

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. Qualifying students are served across the district by a faculty and staff of over 800 teachers, therapists, and other specialists, trained to provide specialized instruction designed to meet individual students' 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, a MA in Education from Furman University, 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-one years of professional experience in special education, with twenty-two years as a classroom teacher and nine 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 was 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.

Mrs. 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 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. Mrs. 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. This year she was recognized as a Golden Apple Award recipient by WYFF.

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 eight years as an administrator at both high school and district levels. Mrs. 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, paraprofessionals, custodians, speech therapists, and office staff). The role of the committee is to advise and provide input to administration regarding a variety of school matters. Steering Committee meetings are held monthly during the school year.

Facilities and Services

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's occupational therapists are currently serving 42 children (on the main campus), and 20 students at WC Hollis/homebound.

The **Physical Therapy** (PT) department is staffed with a registered physical therapist and a 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. The therapists on the main campus currently serve 56 students and the therapist at WC Hollis/homebound serves 13 students.

Speech/Language Therapy is offered to qualifying students by two speech pathologists who are shared between the two Washington Center campuses. Service delivery, for the most part, follows an integrated model; however, direct instruction is available related to the use of augmentative communication, or otherwise as needed. 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 facilitate the use of tactile symbol communication cards and objects, voice output devices, laptops, iPads, and other systems that support 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 from area colleges and universities.

Daily Living skills are taught to all students during weekly 40 minute periods in a classroom/kitchen specifically equipped to address household skills and adapted to meet the needs of Washington Center students. Paraprofessionals attend classes with students to provide support for cooking, cleaning, laundry, personal hygiene, and community instruction. This program also serves two classes at Washington Center at Hollis.

The **Adaptive Environmental Science (AES) Program**, formerly referred to as the Work Adjustment/Horticultural Therapy Program, is offered to all Washington Center students. Recycling and sorting tasks are examples of the types of activities included in the program where the goal is to engage students in developing prevocational 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 AES program, including birds, turtles, bearded dragons, and a rabbit. The animals are used to provide instruction in animal care and handling. This year three classes from Sara Collins are participating in the AES program at the main campus, in addition to the three classes from Washington Center at Hollis.

The **Multi-Sensory Rooms** at both Washington Center and the Washington Center at Hollis Academy campus were designed and continue to be maintained by the OT staff. They provide both relaxing and stimulating sensory experiences for students using a beanbag pool, 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) twice a month. 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, pots, and pans) in addition to ovens, dishwashers, refrigerators, washers, and dryers. Teachers also provide instruction related to dishwashing, laundering, wiping counters, and storing items in cabinets.

Adapted Playgrounds at Washington Center and the Washington Center at 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.

A **Nature Trail** to be built on the wooded lot behind the school is currently in planning and fund-raising stages. In support of this initiative, Eastside High School recently raised over \$100,000 during their annual “Spirit Week”; and, individuals, foundations, and businesses have donated money and time in support of the project. The trail, scheduled for completion in August 2017, will have instructional areas as well as sensory stimulating plants with QR codes. In addition to being available to Washington Center and Sara Collins Elementary students, it will be open to community members during non-school hours.

Parental and Community Involvement

Washington Center PTA

Washington Center’s PTA (Parent-Teacher Association) plans programs and activities that provide support for teachers, classrooms and parents. Meetings are held the first Thursday of each month, and the executive board includes: President, Vice-President, Secretary, Treasurer, and Membership Chair. PTA’s major fundraiser, the “Run, Walk, and Roll”, is held annually in the spring. In 2016, with the addition of a 5k race, the event has realized increased potential for fund raising and for developing community awareness of individuals with low incidence disabilities. The event slogan is: “Some kids need a hand...others need a push.”

PTA sponsored events/activities/ awards planned for the 2016-2017 year are:

- Grants for new teachers
- Parent volunteer pool
- Leases paid for teacher workroom copier, office copier, and copier at WC Hollis location
- Appreciation luncheons for staff
- Lunch sales for staff: third week of each month
- PTA meetings: first Thursday of each month
- Family Night: November 3, 2016
- Cherrydale Farms Fundraiser
- Annual holiday campus decorating in December and Staff Luncheon
- Parents Lunch and Learn: March 10, 2017
- “Run, Walk, and Roll”: April 29, 2017
- Alumni/Craft Day: May 5, 2017
- Teacher Appreciation Week: May 1-5, 2017
- Support for Nature Trail
- Help with Office Supplies

PTA Family Night

Washington Center’s PTA sponsored Family Night on November 3, 2016. Families enjoyed a taco dinner, provided by the PTA, and were encouraged to walk through the halls to see student artwork, to have toys switch activated, to purchase items at the book fair, and/or to visit with community service providers. Eleven agencies sent representatives to this year’s event. Among those participating were: Camp Hope, SC Autism, Family Connection, Thrive Upstate (formerly Greenville County Disabilities and Special Needs Board), Protection and Advocacy (PANDA), and SC Assistive Technology, Pro-Parents, Shriners Hospital, Greenville CAN, Supportive Peds Care Team, and Igcog-neato.

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 by approving annual goals, issuing an annual "Report to the Parents", and reviewing 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 Parent Community

At Washington Center, parent input is highly valued; and because students are functionally 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. Parents serve on the School Improvement Committee (SIC), and assist with a variety of volunteer and fund raising efforts.

Parent survey comments, elicited each year, are valued and used to guide planning; and, parents are encouraged to be involved in the Washington Center program through participation in special events. In addition to “Meet the Teacher” in August, the PTA sponsors a Family Night informational meeting and dinner; two additional family training sessions, and the “Run, Walk, and Roll” community-wide fundraiser. Families are invited to seasonal activities such as fall and spring book fairs, Boo in the School, Challenge Day, Valentine Pageant, Special Olympics, “Run, Walk, and Roll”, Community Day, Alumni/Craft Day (spring) and Awards/Graduation Ceremonies. Working parents, who are not available during the school day, participate in school activities by selling Cherrydale Farms items, sending candy for Halloween, decorating for holidays, contributing items for Craft Day sales, and furnishing desserts for Teacher Appreciation Week.

Partnerships

Funds and services provided through donations, fundraisers, and other sources are used to enhance student learning experiences. During the 2015-2016 school year, approximately \$87,000 was donated to Washington Center by various individuals, organizations, and business partners. The PTA also made significant contributions totaling more than \$12,000 which were used to support the school’s academic environment. Donation figures for 2016-2017 are not yet available.

Additionally, staff members consistently seek opportunities for students to serve others. This year groups have contributed to Miracle Hill, participated in Blythe’s Backpack Buddies program, and visited nursing homes and animal shelters.

Washington Center volunteers come from business and civic organizations, families, and the community at large. During the 2015-2016 school year, 9,918 volunteer hours were documented. Volunteer hours for 2016-2017 will be tabulated in June, 2017.

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, written notes, and a monthly newsletter. The school principal communicates regularly with a Friday evening summary of the week's activities, with an article in quarterly newsletters, and via the "Remind App" used for conveying important information related to weather closing/delays of special events.

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* (now available in both English and Spanish) and the School Messenger system, provide pertinent information to staff and student families. The school Headliner Representative sends school news to media contacts, including *City People*, *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*, the school district Facebook page, and News 4 have featured Washington Center's programs. Social media continues to be an integral component of the school's communication system, and Washington Center has its own Facebook page as well as a Twitter site where information about concerts, field trips, programs, school activities and instructional information can be found. Additionally, a continuous calendar has been added to the Washington Center's homepage, and the school has been featured on the district's Facebook and Twitter sites.

Recent partnerships:

- Local Knights of Columbus groups: donations for instructional materials, equipment, student activities, and professional development
- Knights of Columbus Hope Foundation: support for purchase of physical therapy equipment (M.O.V.E.)
- Carolina First Bank and Chick-fil-A: Special Olympics/Challenge Day T-Shirts and donations
- Klaver Klub (middle school girls' service organization): Donations to Run, Walk, & Roll, Christmas gifts for students, assistance during Family Night and Run, 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 Heller Service Corps: Christmas gifts and volunteers
- Hillcrest Teacher Cadets: Electronic Picture Book Presentations
- Greenville Tech: Nursing/ OT/ PT Student Interns
- United Way
- Family Connections
- University Center: Nursing Student Interns
- Greenville Hospital System
- The Children's Clinic
- Macy's Foundation
- 54 Run, Walk, & Roll individual and cooperate donors
- Greenville Women Giving- Nature Trail Grant
- Cari Stroud and GHS's Palliative Care Group
- Don Clardy: Law Advocacy for Parents
- Shannon Forest Christian School, Eastside High School Fusion Club, and Brashier Middle College Charter High School: Escorts for the Valentine Pageant
- Greenville Humane Society: 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 and donation of an iPad
- Area high schools including: Hillcrest, Mauldin, Riverside, Greer, and Carolina contributed toward Community Based Instruction (CBI) trips
- Publix: Baked goods
- High School teacher cadets
- Eastside High School: Beneficiary of their annual Spirit Week
- Greenville County Fine Arts Center: Donations of paintings and framed photographs for the Hollis campus
- SC Governor's School for the Arts: "Instrument Zoo"
- Eastside High School Varsity Chorus: Concert
- Graham Foundation: Donation toward Nature Trail
- Southern Endowment: Donation for Classroom Technology
- Beck Middle School: Donated Proceeds from their Spirit Week
- Nelson, Mullins, Riley & Scarborough, LLP: Attorneys

- Other contributions from Washington Center student families, staff members, and friends

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. In addition, Washington Center invites Greenville County service agencies and organizations to support families. See PTA Family Night section for a list of these support groups.

School Personnel

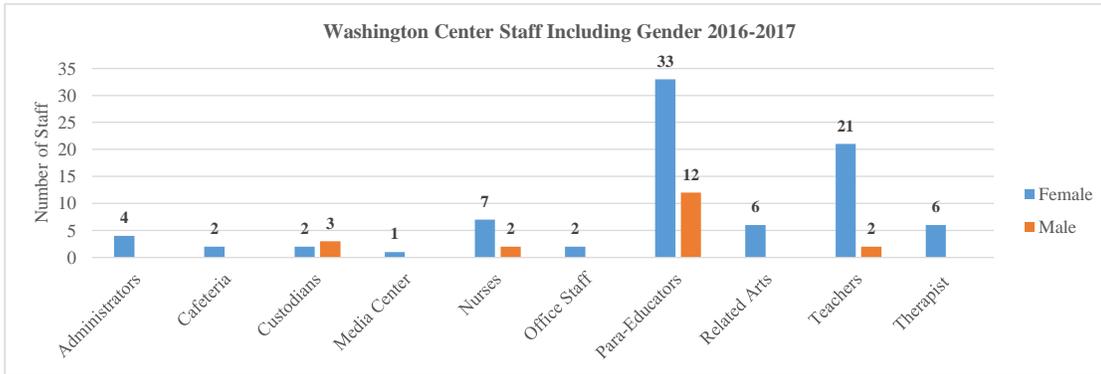
Washington Center offers instruction in a nurturing environment with a favorable staff to student ratio (currently at approximately three adults to seven students). More than half of teachers have experience in excess of ten years (see table below), and one teacher has achieved National Board Certification. During the 2016-2017 school year, five new teachers were added to the staff.



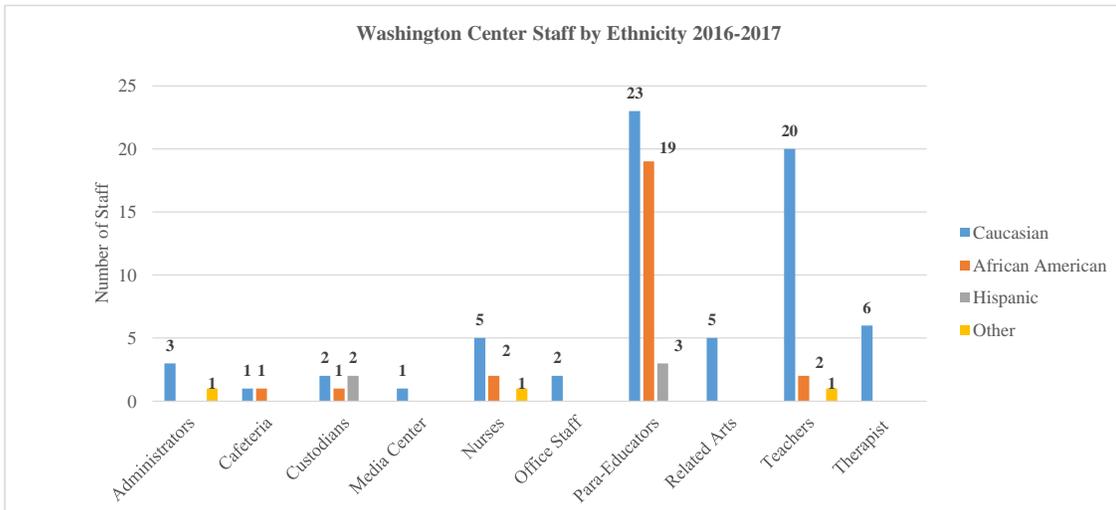
Speech language pathologists, occupational therapists, physical therapists, and assistants provide related services. Additionally, all students have regularly scheduled music, art and adapted physical education instruction, as well as classes provided by the school’s media specialist. Environmental science and daily living skills programs provide specialized instruction related to transition and prevocational activities.

Itinerant vision and O & M (Orientation and Mobility) services are available from district vision specialists. Nurses supervise and administer tube feedings, suctioning, catheterizations, breathing treatments, and seizure interventions; and, orderlies assist with lifting non-ambulatory students and by providing classroom assistance as needed. Washington Center’s cafeteria staff manager and dietitian prepare meals that meet the specialized

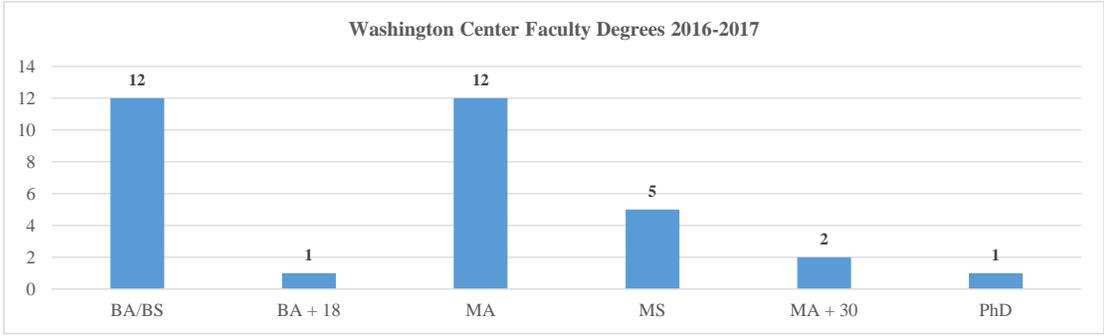
dietary and eating requirements of Washington Center students, such as ones related to ensuring appropriate food consistency, avoiding allergens, and facilitating self-feeding.



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



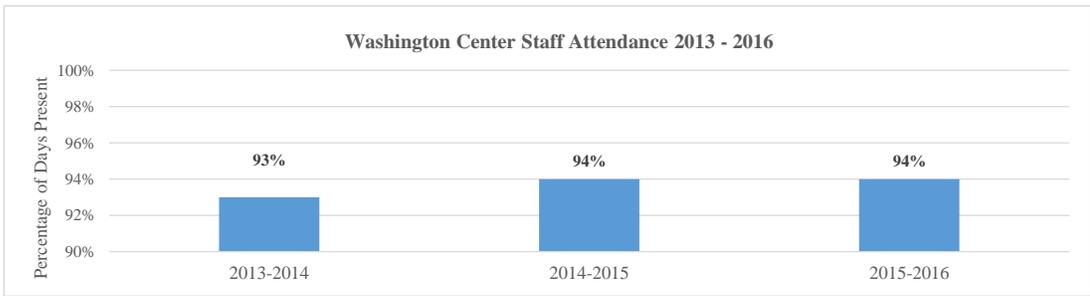
The graph above represents the ethnic makeup of the Washington Center staff. The growing number of Hispanic staff members has been particularly helpful in terms of providing translation services for Spanish speaking families.



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

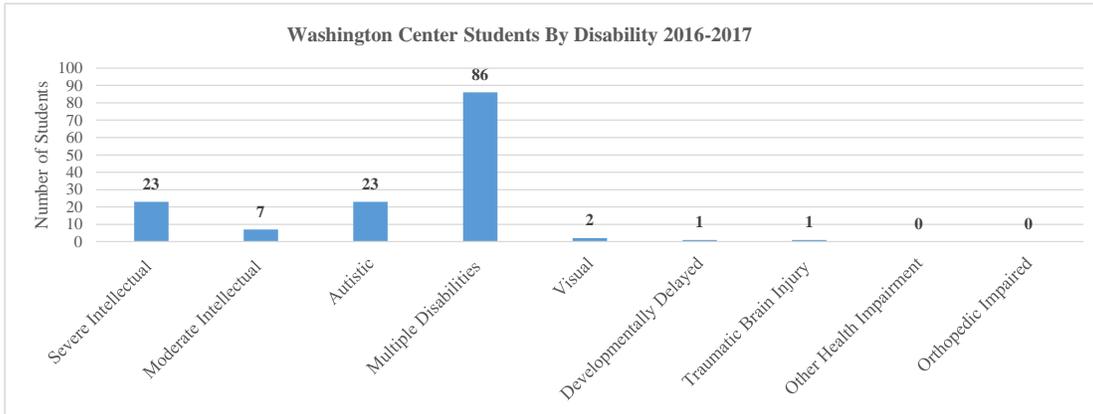
A trained emergency team has been developed to assist with behavior crises, and the school has thoroughly outlined safety procedures to be used during emergencies. School emergency/safety plans are included in notebooks; and, electronic safety procedure manuals are available to all staff. Several staff members hold a CDL (Commercial Driver’s License) with regular training updates.

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

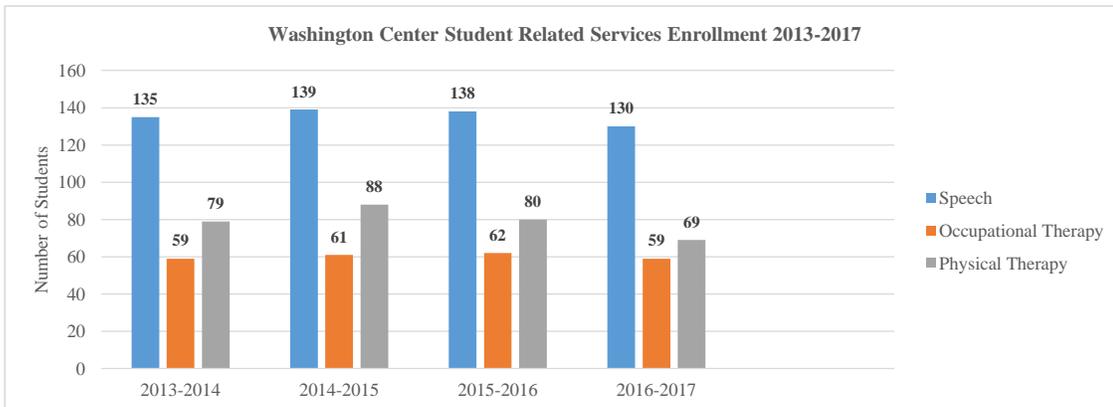


Washington Center staff achieved 94% attendance during the 2015-2016 academic year. This percentage reflects a school-wide commitment to consistent attendance.

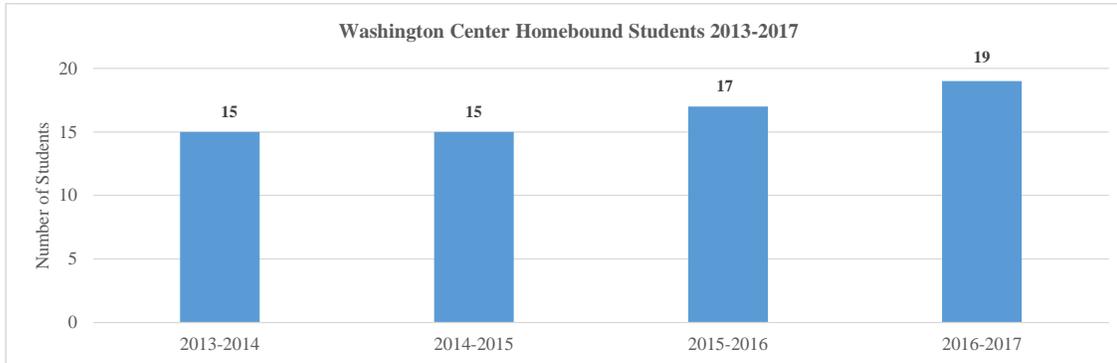
Washington Center Students



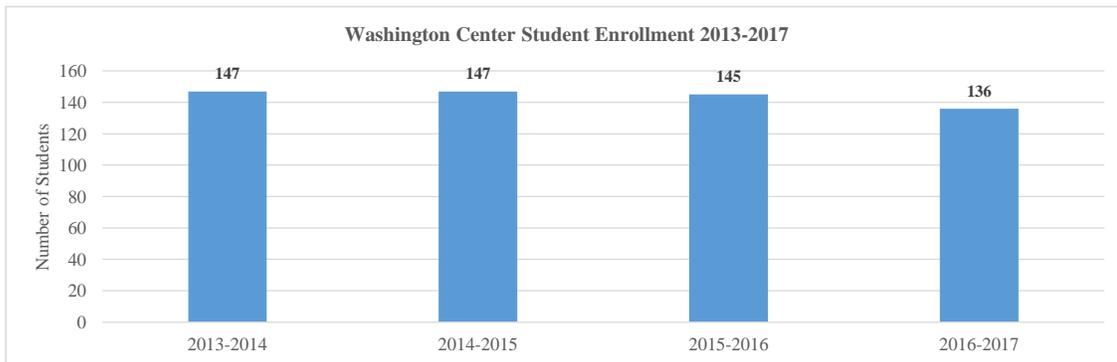
Disaggregation of student data by disability categories is shown on the graph above. Both classifications and numbers of students in each category were taken from the school’s EFA (Educational Finance Act) roster for 2016-2017. The majority of Washington Center students are classified as having Multiple Disabilities.



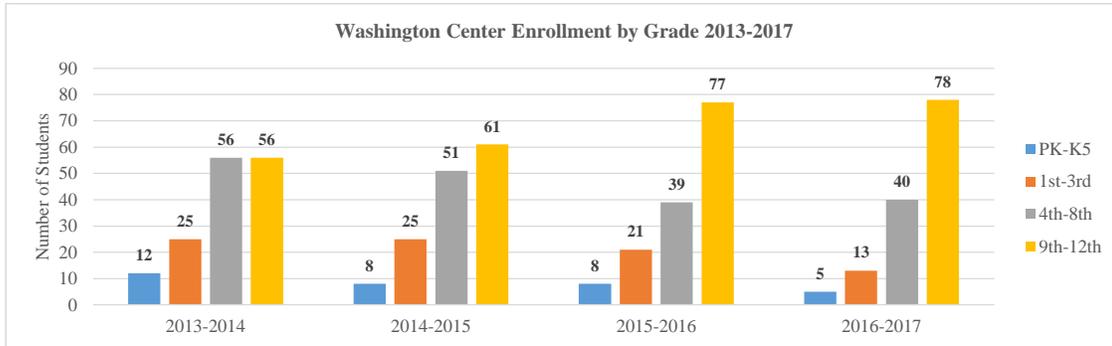
The preceding graph shows a slight decrease in number of students receiving related services, but this finding is consistent with the decrease in total student enrollment. Of note, of the 69 students receiving PT, 25 require only monitoring of equipment needs.



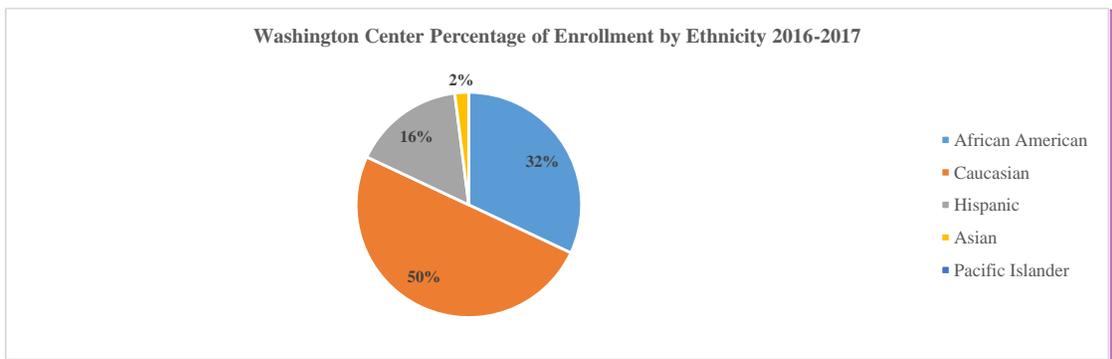
The graph above illustrates the number of students receiving homebound instruction for the 2016-2017 school year. Medical homebound classification requires a doctor’s statement indicating need, prior to initiation of services. Currently, 20 students are served homebound, an increase from the previous year. Washington Center added a homebound teacher position for the 2014-2015 school year in order to provide more instructional time for the increasing number of students served.



Washington Center records show a slight decline of 7.5% in student enrollment since the 2013-2014 school year. The above graph illustrates that the number of students enrolled from 2013-2016 stayed fairly consistent with the 2016-2017 school year showing a slight decline.



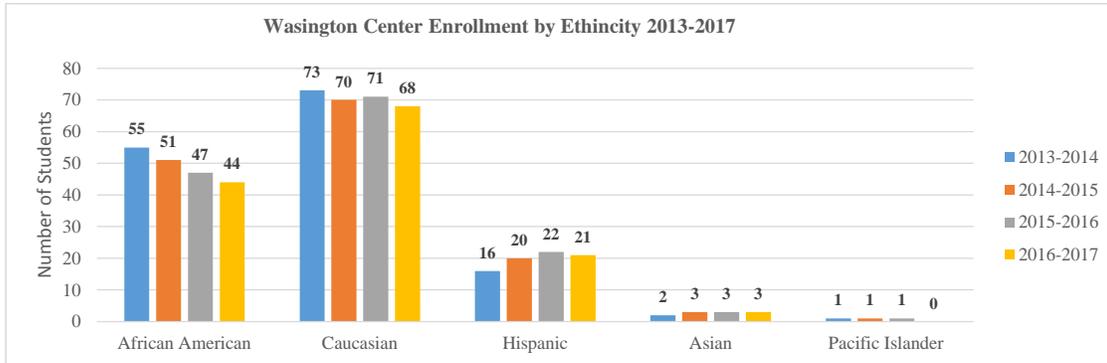
Students, who are eligible for services until age 21, are grouped for instruction on the basis of age and ability levels. Past the eleventh grade, students are classified as “repeating eleventh graders” until their final year of school at age 21, and twelfth graders receive a “Certificate of Attendance” at graduation.



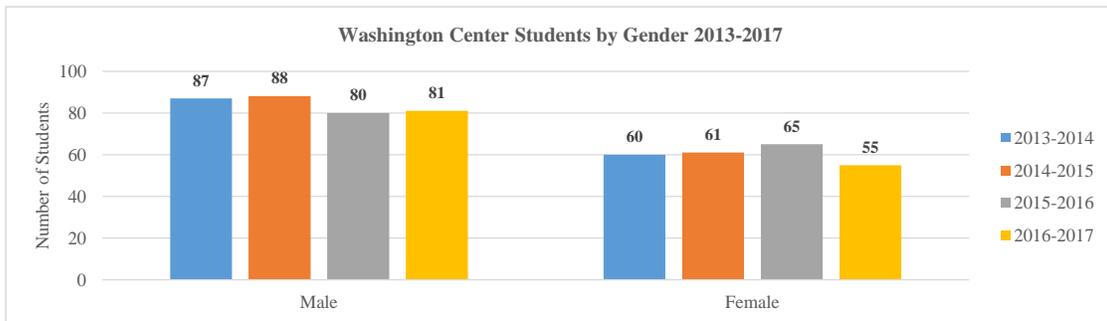
Comment [LJ1]: Ask Linda if she wants this as a pie graph or bar graph like the others

For the 2016-2017 school year, Washington Center’s student ethnicity is 50% Caucasian, 32% African American, 15% Hispanic, and 2% Asian, as shown above. Families generally report one home language with the exception of the 22 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.

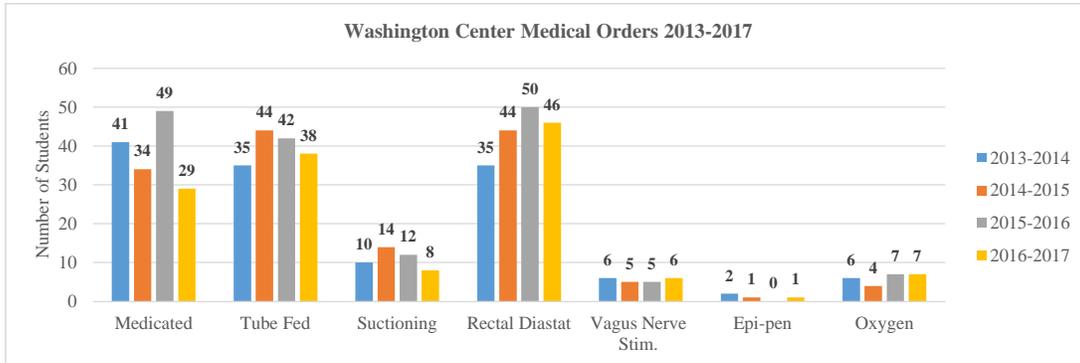
The ethnicity data on the chart above is generally consistent with overall district enrollment, with Caucasian students being in the majority. Washington Center’s Hispanic student enrollment is 16% in 2016-2017, probably associated with the significant increase of Hispanic families settling in the Greenville area in recent years. In 2015, US Census figures indicated that 8.8% of the Greenville County population was Hispanic, and Hispanic students accounted for 13.5% of students enrolled in Greenville County Schools, 2015.



The graph above depicts student enrollment by ethnicity from 2013 until 2017. Caucasian students continue to outnumber other ethnic groups, however, the enrollment of African American students has decreased over time and the number of Hispanic students has grown.

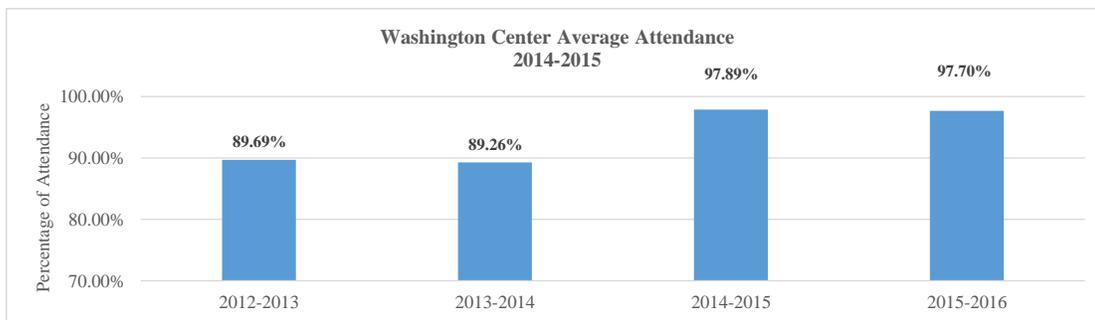


The preceding graph shows student gender for the 2013-2017 school year. Washington Center currently serves fewer females than males; a finding that is consistent with research that indicates that males outnumber females in intellectual and developmental disabilities (MyChildWithoutLimits.org 2016). As the above graph indicates, there has been a decline of 7% in male enrollment since 2013, with the greatest decline occurring from 2014-2016. Female enrollment increased 8.3% from 2013-2016, with a decline of 15.4% from 2015-2017.



Due to the extreme and complex health issues of Washington Center students, on-site nursing services are required. Nurses coordinate classroom medical procedures and provide multiple services at both school campuses. The graph above shows the number of students receiving specific medical procedures, all of which require specific training and a physician's order. The previous graph shows a steady increase in orders for tube feeding and rectal Diastat since the 2013-2014 school year.

Attendance and Mobility



The medical fragility of many Washington Center students impacts the overall attendance percentage because these students have a high number of health related absences. In spite of this, attendance percentages since 2014, however, have remained high.

Lunch Status

Washington Center students are served meals base on free, reduced, or full pay lunch status. Thirty-eight tube feedings are conducted daily, replacing cafeteria meals. There are currently 57 center based students who are recipients of subsidized meals.

Retention/Graduation Rates

Washington Center students do not receive an 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 Learning Systems curriculum and 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) was instituted for all special education classes by the district during the 2013-2014 school year. Teachers download thematic units designed to be appropriate both in terms of student age and developmental status. Instructional targets within each unit are aligned with ELA and math standards, and 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 within the ULS program 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 a current events article and participate in activities such as cooking, completing puzzles, discussing jokes, and more. The newspaper is published with four levels to differentiate instruction, and the topics are aligned with content standards.

Rubicon Atlas is a supplemental tool used by teachers throughout the district to synthesize approaches to mapping and to incorporate a variety of resources into standards based instruction in all subject areas.

Team Instruction is an approach used 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 play a role that is integral to instruction at Washington Center. Older students (13 and up) are given many opportunities for community based training, funded by Special Education Services. They visit grocery stores, malls, bowling alleys, parks, and many other locations. It is important for students to interact with people in the community and learn life skills they will use after graduation. Younger students also enjoy trips to swimming pools, horse farms, craft stores, 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, each Washington Center teacher writes a goal related to this component of the program.

Assistive Technology: Washington Center is committed to the use of assistive technology and augmentative communication. In recent years, interactive instructional boards (Promethean Boards) have been installed in every classroom, as well as iPads and with a connecting Doceri app. Promethean Board, iPad, Doceri app, and Grid Player app (which is an app that turns an iPad into a voice output device) training have been provided for all teachers and, in some instances, for paraprofessionals. 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. Within this unique student population, behavior issues can be challenging. Students with severe behavior difficulties undergo functional behavior assessments (FBA), and 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, 12 Washington Center students have BIPs included in their instructional programs. Staff members are trained and certified in Crisis Prevention Intervention (CPI) techniques, designed to deescalate hostile behavior situations and to minimize injury if a crisis emerges.

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 is called when regular attempted interventions with a student have been unsuccessful, and when students or staff is in imminent danger

or in a harmful situation that indicates a possible need for more physical restraint than can be provided by classroom personnel.

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. Classroom rules that can be understood by Washington Center students are posted, often in picture/symbol form, and discussed frequently.

MISSION, VISION, AND BELIEFS

Washington Center staff members share a unique vision which relates specifically to the needs of students with severe disabilities. Families partner with staff and community members to provide services that are of excellent quality and that focus on functional skill development. The professionals who serve Washington Center students are highly qualified and committed to meeting students' emotional, social, physical, and instructional needs in a nurturing environment.

Values and Beliefs

Washington Center's motto is "Those you think cannot...can!" reflecting the belief that all students can learn and grow and that small increments of improvement deserve recognition and celebration. The beliefs, articulated by staff members many years ago continue to be relevant.

We believe students will...

- Participate in the 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 instructional technology

Purpose

Washington Center was established to provide a unique, non-traditional setting for educating students with intellectual disabilities, often accompanied by medical, sensory, and/or orthopedic challenges. The goal is to teach skills that will enable students to live as independently as possible and to enjoy learning and participating in family and community activities.

Mission

The mission of Washington Center is to address students' individual needs through appropriately adapted learning experiences. Standards-based instruction is provided daily; and, through home, school, and community collaboration, an educational environment has been created that conveys respect and recognition of each student's potential for success. Rather than focusing on student limitations, staff members strive to provide levels of support required for optimal student growth.

Shared Vision

Washington Center stakeholders share a commitment to the school's vision. Each year staff members and others are surveyed regarding a variety of matters, and the input received is used to guide future decisions.

School-Wide Expectations

- Each students will receive individualized instruction as prescribed by his/her IEP
- Students will engage in a variety of experiences, including Community Based Instruction, and will have access to a multi-sensory environment
- Functional and daily living skills will be taught, so students can become as independent as possible
- Appropriate real life and age appropriate experiences will be provided
- Students will be taught leisure time skills and appropriate social behaviors needed for individuals with disabilities to be accepted in public situations
- Adapted academic instruction will be aligned with educational standards
- Technology will be incorporated into instruction as needed

Quality Personnel

- Staff will be trained in use of assistive technology
- Staff will develop behavior intervention skills and will have Annual CPI reviews
- Staff will utilize augmentative communication devices to encourage and enhance student communication skills
- Staff will prepare students to meet district and state expectations regarding academic achievement
- Staff will continue to access training and to share resources related to appropriate instructional strategies and utilization of the Unique Learning System

Assessment

- Staff will develop and use reliable assessment methods
- Staff will analyze SC-ALT and NCSC score results to analyze the effectiveness of standards-based instruction
- Staff will use FBA results for guidance in planning appropriate and effective behavior intervention strategies

Environment

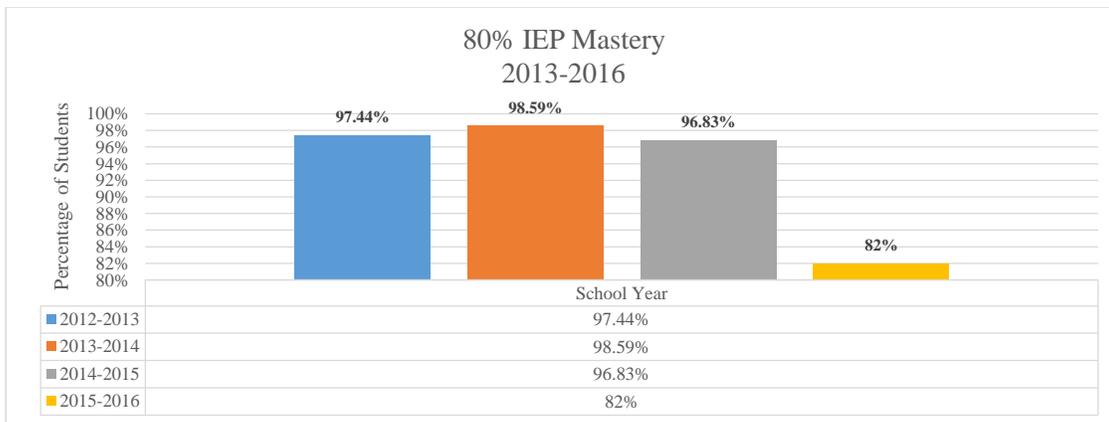
- Staff will encourage parents involvement in each student's education

- Staff will integrate community activities with school based instruction to promote each student's ability to function in public situations
- Staff will provide stimulating and engaging curriculum to motivate and encourage student participation
- Related service providers and classroom teachers will collaborate with parents to develop effective instructional practices
- Staff will offer a safe environment where there is ongoing supervision of students
- Staff will engage in productive teamwork
- Staff will encourage community involvement through volunteerism

DATA ANALYSIS AND NEEDS ASSESSMENT

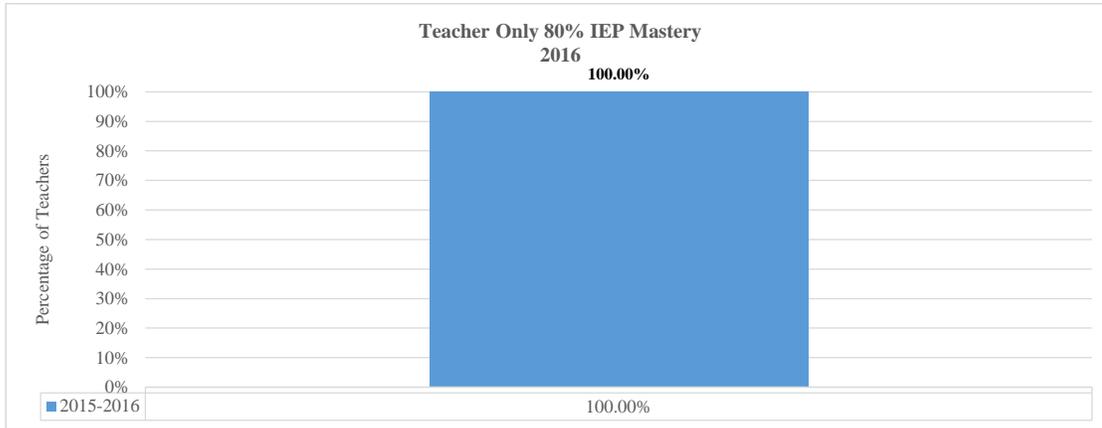
**STUDENT ACHIEVEMENT RESULTS:
INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

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 a maintenance goal. In addition to academic goals, IEPs include ones related to communication, self-help, motor skills, and adaptive behaviors. For all Washington Center students, estimates of progress are based on mastery of IEP goals which have been developed by a multidisciplinary team made up of parents, teachers, therapists and others. IEP's are updated quarterly.

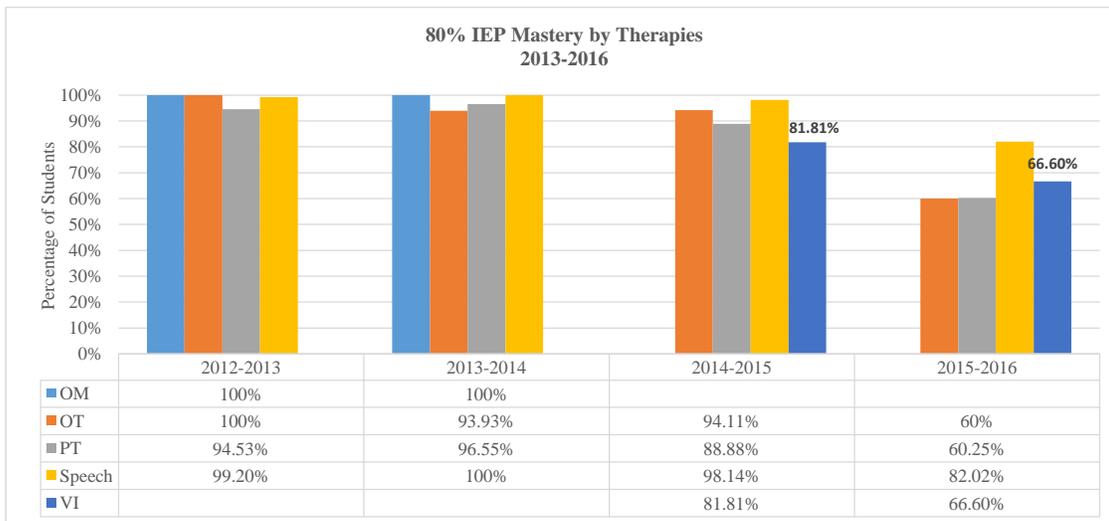


	# Met 80% Mastery	# Did Not Meet Mastery
2012-2013	134	5
2013-2014	139	3
2014-2015	134	9
2015-2016	108	22

Washington Center has a school-wide goal of having 95% of students achieve mastery level on 80% or more of their IEP goals. IEP mastery is measured at the time of the annual review, so information in the graphs reflects data from the IEP ending within the listed school year. Of note, the preceding graph shows a decrease in 2016 related to goal mastery. When data is compared with the three years prior to 2016, a 14.83% decrease is evident. Student results have been disaggregated by classroom, therapies received, and disability classification. (See graphs below.)

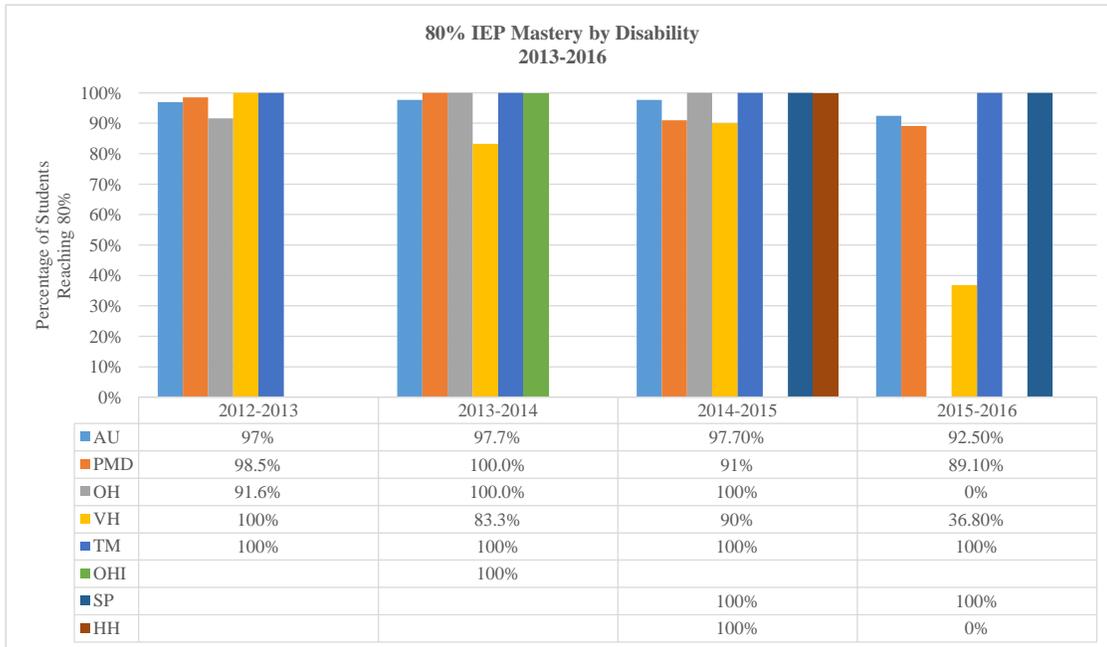


Data indicates that IEP goals for which only classroom teachers were responsible met the criteria of 80% mastery for all students. This was not the case, however, for those developed and monitored by occupational and physical therapists and vision specialist.



		Met 80% IEP Mastery by Therapies				
		SP	PT	OT	VI	OM
	2012-2013	125	56	56	7	1
	2013-2014	110	52	53	7	1
	2014-2015	103	49	47	9	
	2015-2016	73	37	36	9	
		Did Not Meet 80% IEP Mastery for Therapies				
		SP	PT	OT	VI	OM
	2012-2013	1	4	0	1	0
	2013-2014	0	3	3	0	0
	2014-2015	1	5	3	1	
	2015-2016	16	24	24	3	

The graphs and charts above show classroom IEP goal mastery compared with that of therapy goals over a four year period, and a significant decline appears to have occurred during the 2015-2016 school year in the therapy domains. Of note, no students were served for Orientation and Mobility (OM) during the 2014-2016 school years, and only one student was served for Vision (VH) services for the 2014-15 school year. Students receiving Speech Therapy (SP) met the school-wide goal with an average of 82%, while other therapy areas reported less success.



	Met 80% IEP Mastery by Disability						
	AU	PMD	OH	VH	TM	SP	HH
2012-2013	35	65	11	5	19		
2013-2014	41	61	4	4	19	13	
2014-2015	44	40	2	18	17	14	1
2015-2016	32	41	0	7	14	16	0

	Did Not Meet 80% IEP Mastery by Disability						
	AU	PMD	OH	VH	TM	SP	HH
2012-2013	1	1	1	1	0		
2013-2014	0	1	0	1	0	1	
2014-2015	1	5	0	2	0	0	
2015-2016	3	5	1	12	0	0	1

Goal achievement data was also disaggregated by Education for All (EFA) codes to determine the percent of goal mastery based on student disability classification. Some IEP mastery scores have fallen slightly during the last two school years, but most have remained above the 80% criteria. Students with Autism (AU) have consistently generated results of 90 percent or better during each of the last four years; and, similarly, students

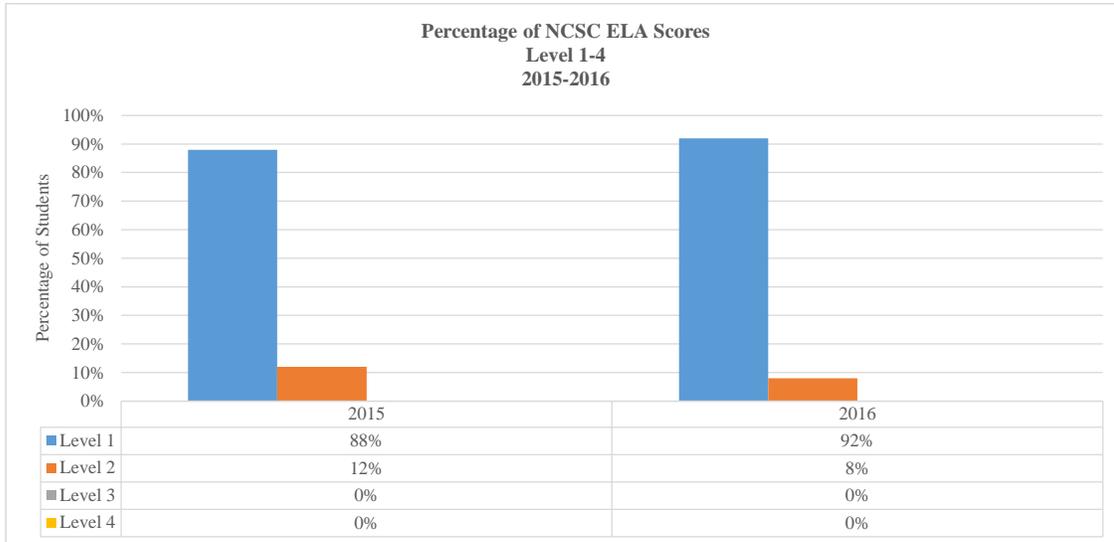
with moderate intellectual disabilities (TM) have each year met the 80% projection for goal mastery. Students coded as Speech (SP), though in many instances they were served as medically homebound students, also achieved the targeted 80% mastery during the last two years. Some of the changes in IEP results for the 2014-15 school years can be attributed, in part, to reassignment of EFA codes. That year, for funding purposes and at the direction of the State Department, students receiving homebound and preschool services were re-designated as Speech, Visually Handicapped and Hearing Handicapped.

Students classified as VH (Visual Handicapped), or ones assigned an early childhood education classification, did least well in terms of IEP goal mastery for the 2015-16 school year, and no students classified as OHI (Other Health Impaired) or HH (Hearing Handicapped) were served at Washington Center during that year.

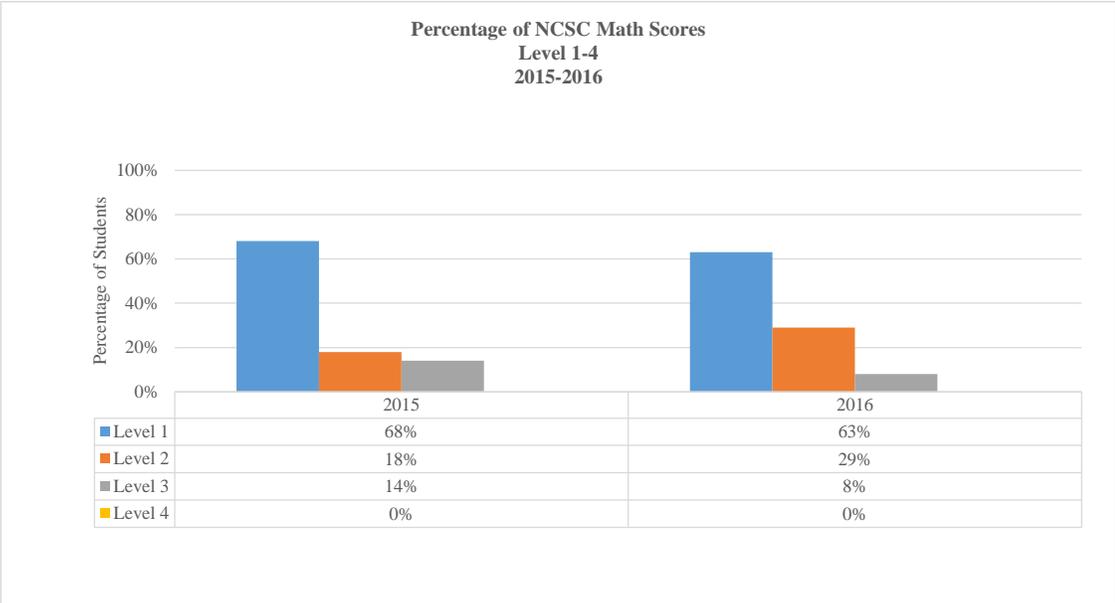
STUDENT ACHIEVEMENT RESULTS: SOUTH CAROLINA ALTERNATE ASSESSMENTS

Beginning with pilot testing (Fall 2014) and followed by operational testing (spring 2015), the South Carolina National Center and State Collaborative assessment (SC-NCSC) have provided an alternative assessment for students with significant cognitive disabilities. These tests are designed to be administered to 3rd through 8th graders and ones in 11th grade (ages 8-13 and age 16), and they measure English Language Arts (ELS) and Math skills. However, because of the changes in the most recent tests, it is not possible to compare results with those generated in the past. The assessment instruments are very different in both content and format. As a result, new baselines and school-wide targets have been developed for Washington Center, projecting an annual increase of 3% in terms of students scoring at Levels 2-4 in ELA and Math. Prior to fall 2014, Washington Center students were administered the SC-Alt at ages 9-13 and age 16. That test 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). The new SC-NCSC maintains the four point scoring scale.

Beginning in 2015, ELA and Math tests began to utilize a new on-line format, leaving Science and Social Studies to be assessed as in previous years, using pencil and paper and manipulatives. As one would expect, differing formats have not yielded comparable scores. Therefore in this document, ELA and Math, assessed with the newer instrument, are reported separately from Social Studies and Science scores, generated by the previously administered SC Alt.

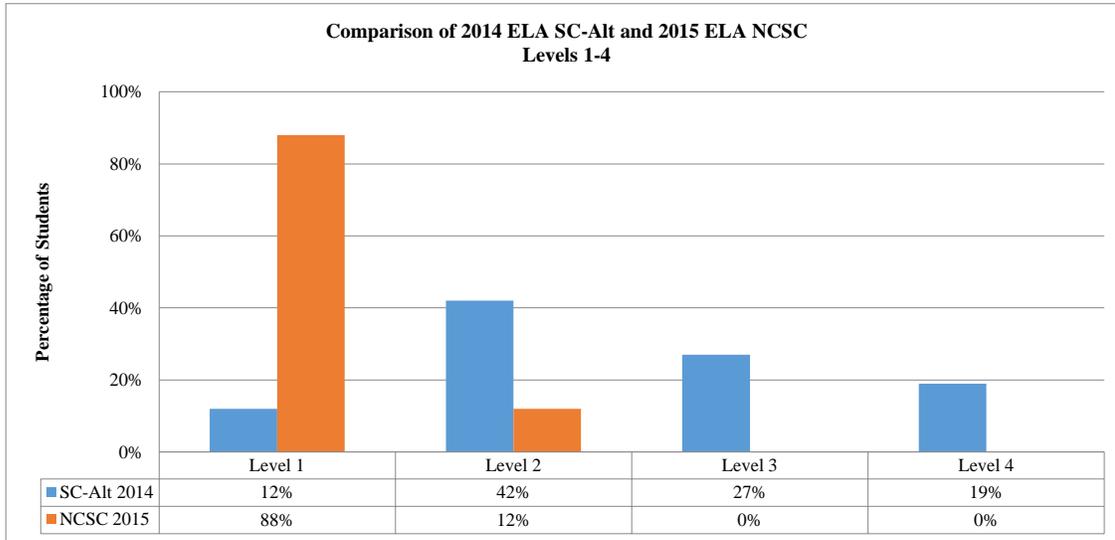


For spring 2016, 92% of tested students scored at Level 1 in ELA, an increase of 4 percentage points. Eight percent scored in the Level 2 range in 2015, but this finding declined by 4 percentage points in 2016. No tested students scored at either Level 3 or Level 4 (Proficient) in ELA in 2015 or in 2016 indicating the continued difficulty of the new ELA test for Washington Center students. (See graph above.)

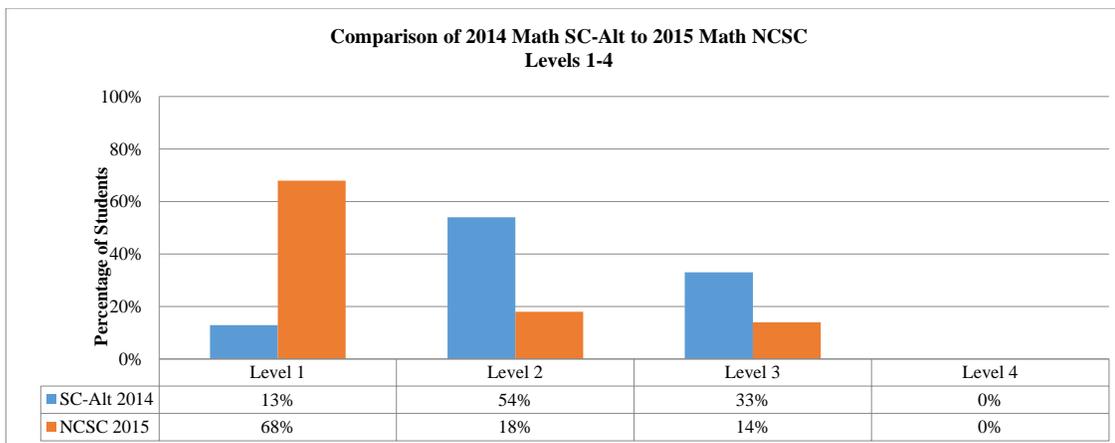


Math yielded slightly better scores in that eight percent of tested Washington Center students scored in the Level 3 range on the 2016 Math SC-NCSC. Sixty-three percent of tested students, however, scored in a Level 1 range- a slight improvement over 2015 (68%). In 2015, 18% of students scored at Level 2, and this went up to 29% the following year. At Level 3, Math scores fell by six percentage points to 8% in the 2016. No student achieved scores in the Level 4 range for either year. Despite the progress shown in student achievement at Level 2, scores, for the most part, continue to indicate performance in a deficient range, due to the difficulty of the SC-NCSC Math test and the severity of the academic challenges faced by Washington Center students.

The following graphs represent comparisons between the SC-Alt and the SC-NCSC ELA and Math tests.

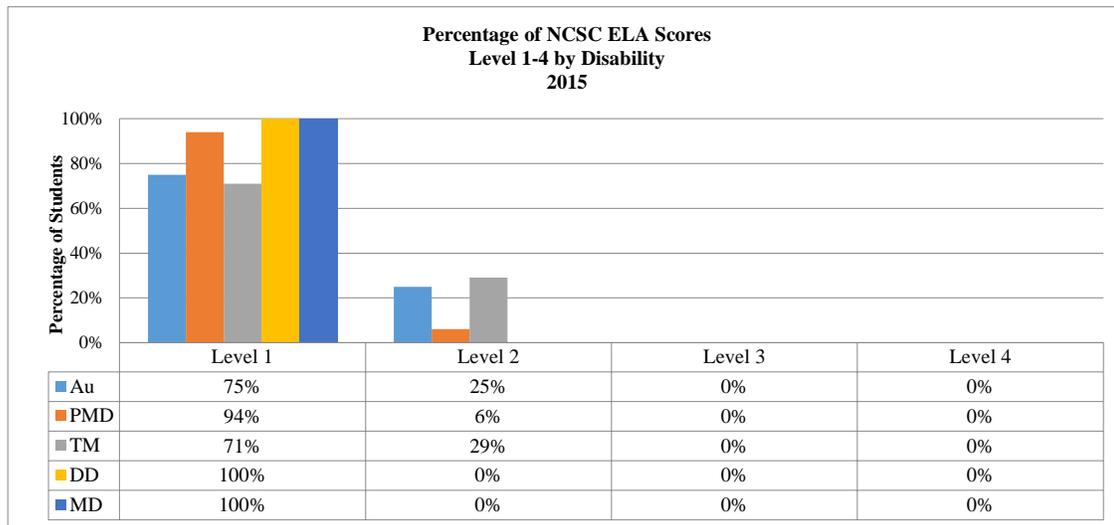


The graph above compares the 2014 ELA SC-Alt and the 2015 ELA SC-NCSC test performances. In 2015, 88% of Washington Center students scored at Level 1 on the ELA SC-NCSC test, whereas on the ELA SC-Alt test in 2014 only 12% fell in this lowest range. Also in 2014, 42% of students scored at Level 2 and the next year on the SC-NCSC only 12% earned scores at that level. No students scored at Levels 3 or 4 on the SC-NCSC; whereas on the SC-Alt in 2014, 27% of students achieved at Level 3 and 19% at Level 4.

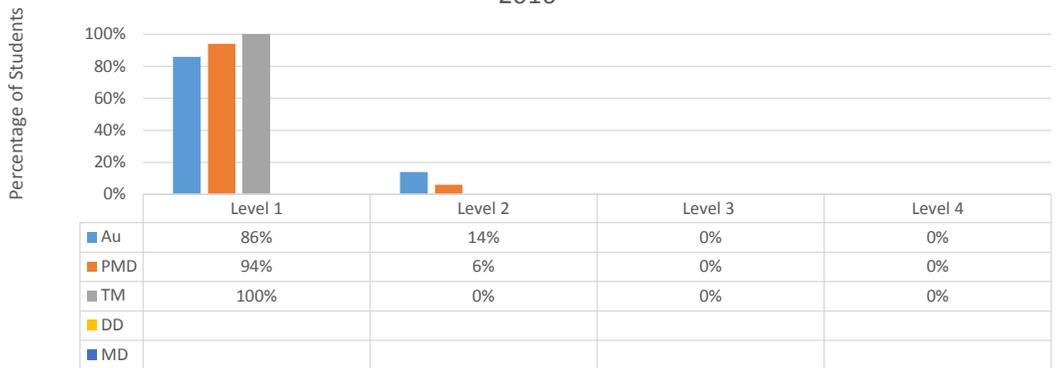


This graph shows a comparison between the 2014 SC-Alt Math and the 2015 SC-NCSC Math scores. No tested students scored in the Level 4 range for either test; however, on the SC Alt Math test in 2014, 33% scored at Level 3. Only 14% did so in 2015 on the SC-NCSC test. In 2015, sixty-eight percent of students scored in the Level 1 range on the SC-NCSC while 13% scored at that level the previous year (2014) on the SC-Alt test. Test formats and content of the SC-Alt and the SC-NCSC differ significantly. Additionally, the SC-NCSC measures only ELA and Math; however, the SC-Alt previously assessed all four content areas (Math, Science, ELA, and Social Studies). Prior to 2016, the SC-Alt administered utilized printed materials and manipulatives. The SC-NCSC, in contrast, relies on materials available online or ones that must be printed by the test administrator. Questions and “read aloud” passages on the SC-NCSC ELA and Math tests are lengthy and complex and do not include tangible manipulatives, making tasks entirely too difficult for students with serious intellectual disabilities.

The following graphs and descriptions reflect the percentage of SC-NCSC ELA scores (Levels 1-4) disaggregated by student disability classifications. Two graphs are included to compare the 2015 and 2016 results for each disability category.

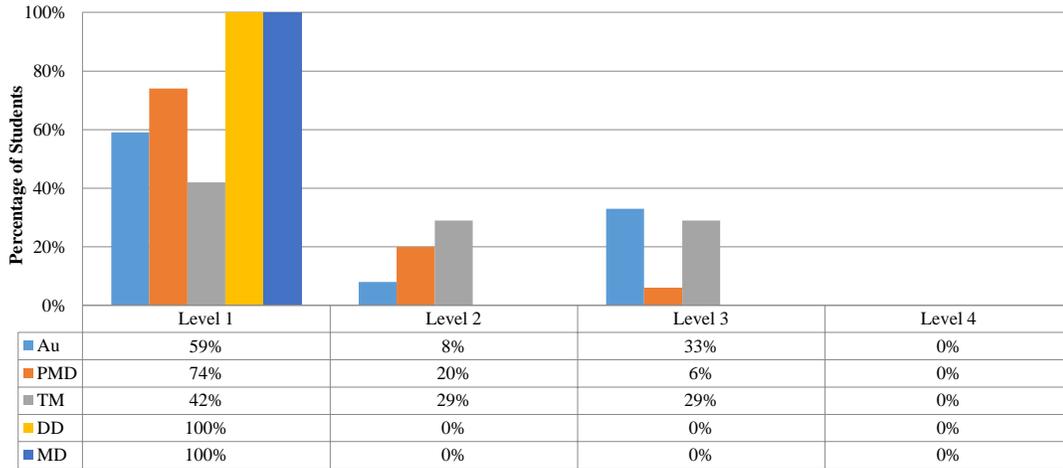


Percentage of NCSC ELA Scores
Level 1-4 by Disability
2016

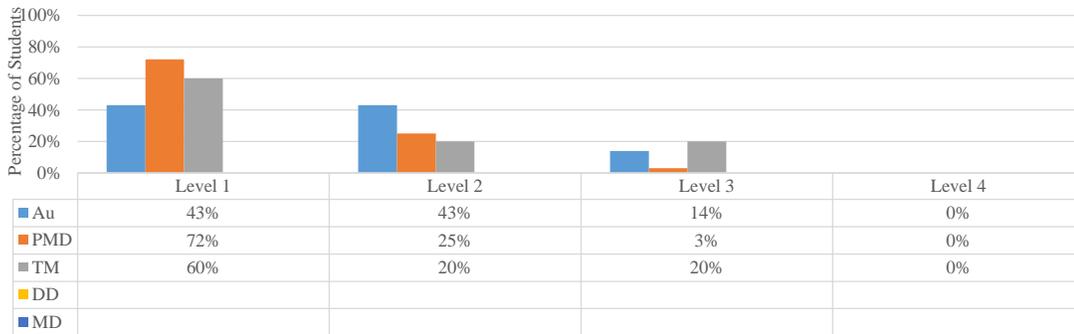


As can be seen above, in 2015, 100% of Washington Center’s tested students with classifications of Developmentally Delayed and/or Multiple Disabilities ---classifications not used in 2016 – scored at Level I in ELA. However, that same year, 6% of students with classifications of Profound Mentally Disability, 29 % of those considered to be Moderately Intellectual Disabled, and 25% of students with Autism scored higher, at Level 2. No student scored above Level 2 in either year.

**Percentage of NCSC Math Scores
Level 1-4 by Disability
2015**

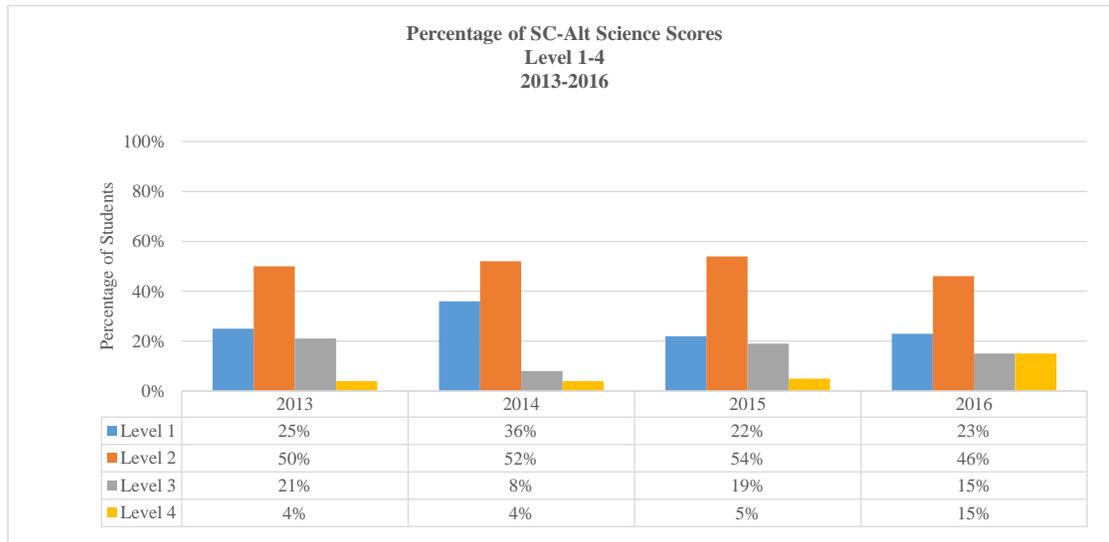


**Percentage of NCSC Math Scores
Level 1-4 by Disability
2016**

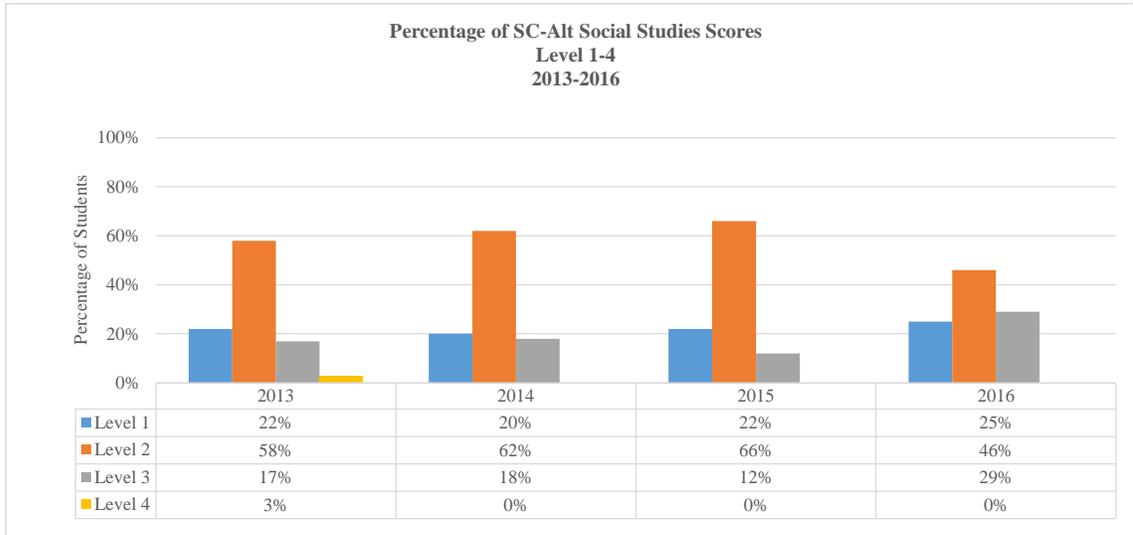


The previous graphs compare SC-NCSC Math scores by disability classification for the two tested years. In 2016, students consistently performed better on the SC-NCSC Math Assessment than on ELA. A percentage of students from each of the three disability categories tested in 2016 scored at Level 3; however, there were fewer than in 2015. Students with Autism appear to have performed best with 57% above Level 1 in 2016. No student scored as high as Level 4 in either year.

Graphs below reflect the percentage of students scoring at Levels 1-4 on the SC-Alt content areas. The reader should recall that this is the older test and one that had been administered in previous years in all content areas.



SC-Alt Science scores improved in 2016, compared with the previous year, in terms of the number/percent of students who scored at a basic level or above. Thirty percent of students reached the Proficient criteria (Levels 3-4), and Level 4 showed a dramatic 10% increase from 2015-2016, however, most scores remained at Level 2.



Washington Center students showed the most improvement at Level 3 on their 2016 SC-Alt Science scores. However, no student achieved Level 4 for the most recent three years, and scores fairly consistently fell within Level 2.

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 2015-2016 school years was to have 95% of students achieve mastery on 80% or more of their IEP goals. However, in 2015-2016, only 72.6% met that target. IEP mastery scores were disaggregated according to “Teacher Only” goals, “Therapy Goals”, and disability category. Eighty percent mastery was achieved on “teacher only” goals, while less than 70% of students met the mastery goals for OT and PT.

Students classified as VH, which includes Washington Center’s early childhood population, scored least well with only 37% meeting criteria. IEP goal mastery has been reintroduced as a specific teacher goal in the annual SLO (Student Learning Objective) requirements for 2017, and as the IEP manager, classroom teachers are

charged with overseeing all aspects of the IEP. Regular conferences and updates with therapists and teachers are required, and particular focus is being directed toward IEP therapy goals for the early childhood population. With the advent of the SC-NCSC, Washington Center's student performance goals have been reconfigured and new baselines generated. Lengthy and advanced material presented in the SC-NCSC ELA test is challenging for students with severe disabilities, however, in an effort to better prepare them for the assessment rigors, the Rubicon Atlas has been added to curriculum resources. The Unique Learning System has a format that is similar to online test questions, thus giving students an opportunity to become familiar with the process. Washington Center projects a three percent annual improvement in both ELA and Math, beginning with a baseline of 12% for ELA and 32% for Math.

Representatives from the State Department of Education Office of Testing have observed Washington Center students and have noted the challenges of reliable testing. Additionally, Washington Center has staff members who serve on state committees where they continue to advocate for more appropriate assessment instruments. Washington Center teachers consistently adapt instructional strategies and rely upon the Unique Curriculum and/or Rubicon Atlas for teaching standards-based content. Students have access to iPads, Promethean Boards, touch screen computers and various types of assistive technology --- all designed to help students learn to respond more competently to updated tests.

Teacher and Administrator Quality

Washington Center faculty and staff members participate in ongoing professional development. Each year the areas in which training is needed are explored with faculty, staff, and district personnel via Steering Committee, surveys, teacher recommendations, district information from August principals meetings, and updates shared through Special Education Services. Based on these findings, in addition to input from administration, a fluid professional development calendar is developed- one that allows for additions through the year. In recent years Special Education Services has sponsored programs addressing topics such as Student Centered Instruction and Autism, in addition to ones related to technology and compliance.

In-service training that is specific to Washington Center students is developed internally, and in recent years has targeted the following: implementation of the Unique Learning Systems curriculum, data collection methods, lesson planning, new teacher mentor support, student medical needs and emergency procedures, lifting and positioning training, Alternate Assessment administration, due process/IEP development, Crisis Prevention Training (CPI), Applied Physical Training (APT), characteristics and methods for teaching students with

Autism, website development, technology integration, safety training, CPR training, recognizing child abuse, teenage suicide awareness, PAS-T training, book studies, instructional strategies, and professionalism.

Unique Learning Systems Curriculum: In response to an identified need for a consistent curriculum across the district for the Special Education population, the Unique Learning Systems curriculum was chosen, and implementation began during the 2013-2014 school year. This program addresses state standards, communication, and social/emotional development objectives, as well as coping and transitioning skills. Additionally, assessment tools designed to help with monitoring student progress are included and utilized as Student Learning Objectives (SLO) academic benchmarks. The curriculum provides teachers with a variety of assessments in several content areas that can be utilized for pre-, mid-year, and post-assessments to measure student progress. Unique also provides each teacher with a set of monthly plans which can be adapted for varying ages and ability levels. Lessons include suggested arts/crafts projects, science activities, snacks to prepare, songs, fine/gross motor activities, and News2You current events and videos. All of Greenville County Schools' self-contained special education teachers are provided with six-hours of Unique training.

Rubicon Atlas Curriculum: The South Carolina College and Career Ready Core Content Connector Standards" in English Language and Math provide instructional guidance for teaching students with significant disabilities. Likewise, adapted standards for Science (SC-Alt Science Support Guide) and "Assessment Standards and Measurement Guidelines for Social Studies" support respective content areas. Combining the Core Content Connectors and Science Support Guide standards, the Rubicon Atlas system has become an added resource for Greenville County Special Education teachers.

Teachers' yearly goals require the use three times a week of Special Education instructional standards through the N2Y Unique Learning System, Unique lessons, and/or Rubicon Atlas. Washington Center also purchased Rubicon Atlas Core Content Connectors for use with the OnCourse Lesson Planner.

Online Data Collection: Currently, teachers are responsible for taking quantitative data daily for each of their students. During the 2015-2016 school year, teachers piloted a variety of different comprehensive data collection systems before introducing them to the entire staff. Some teachers use a Google Form and iPad or computer to collect the data. At the end of the week or grading period, the form can be converted into graphs and charts so teachers can quantify progress for each student. This system is not required for all teachers, so the need for a cohesive and comprehensive program is still being researched.

Lesson Planning: During the 2013-2014 school year, a committee of teachers researched online lesson planning systems. The OnCourse Lesson Planning System was chosen, and beginning with spring 2014, teachers were trained to follow a prescribed format which allows flexibility within the required components. This program is linked to standards, permits archiving and sharing of plans, and includes an administrator feedback option. The quality and consistency of lesson plans has improved as a result of the specificity of requirements and ease with which administrators can comment and make suggestions. Plans are unified and organized, and they are part of a comprehensive system for writing, sharing, and reviewing activities and instruction planned for students. Washington Center has also purchased the Rubicon Atlas Core Content Connectors to supplement the existing objectives. Teachers are now more efficient in terms of meeting the instructional needs of students with disabilities.

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 officially trained by the district during a three-day summer workshop, meet monthly with new teachers for question/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. The school's instructional coach oversees the mentor program by scheduling meetings, observations, and support conference with mentor and mentees.

Medical and Safety Training: All staff members, including bus drivers, participate in annual training related to relevant medical practices and procedures. Individual plans are developed for students who have orders for 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 staff members 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 classroom instruction and actual drills, a team of ten emergency responders recertify every two years for Applied Physical Training, AED, Cardiopulmonary Resuscitation (CPR), and First Aid. All employees 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; Hazard Communications: Right to Know; and Back Injury and Lifting. Other required trainings are: General Safety; First Aid; Greenville Energy Conservation; Sexual Misconduct; Medication Administration Basics; Diastat Administration; and Seizures. Staff members are encouraged to view other training videos such as: Disruptive Student Behavior and

Playground Supervision. A Certificate of Completion is provided for the employee based upon earning passing marks on quizzes that follow each training module. Also, Washington Center has compiled a specifically designed *School Safety Manual* which all staff are required to review yearly, and the safety administrator may assign Safe School courses as a follow-up to an employee following an accident or injury. Last year, Washington Center was chosen for a district safety award based on the priority the school places on following safety procedures and practices. Beginning with the 2016-2017 school year, all certified personnel were required to complete the CPR/First Aid/AED course for certification.

OT/PT Training: At the beginning of each school year, occupational therapy (OT) provides conduct orientations related to self-feeding, including positioning and use of adaptive equipment, and sensory integration (including use of workout equipment and the multisensory room). This year, occupational therapy providers were able to input additional information into EasyIEP to allow for quick reference to information for equipment requirements for individual students. Additionally, the schools physical therapist (PT) and physical therapist assistant conduct a lifting and transferring in-service annually within each classroom during which they review proper techniques for transferring 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 other employees.

Alternate Assessment: Because the state assessments prescribed for typically developing students are not appropriate for students with significant cognitive disabilities, a state developed “alternate assessment” is administered. Eligibility for alternate assessment is determined by student IEP teams, based on criteria outlined by the state. For the 2016-2017 school year, a new contractor for the South Carolina Alternate Assessment was chosen, American Institute for Research (AIR), assessment’s administration procedures were altered. Because of the changes in the testing process, all test administrators attended a full day training conducted by the State Department of Education.

At this training, teachers were given information about test components and administration rules, and they had opportunities for practice. Subsequently, district personnel will annually conduct two hour refresher trainings which include an overview of the alternate assessment, updates on procedures, and directions regarding the distribution and return of materials. The new contractor will continue the online format introduced during the 2014-2015 school year for ELA and Math alternate assessments and will eventually extend online testing to science and social studies. In addition, all test administrators are trained through a series of modules and quizzes online. School-based professional development designed to teach instructional strategies that will enhance achievement is on-going.

Due Process/IEP Development: Prior to receiving special education services, students must be evaluated to determine eligibility under the Individuals with Disabilities Education Act (IDEA). Following, initial placement, eligibility determination reviews are conducted at three year intervals, and at that time the appropriateness of a student's placement and classification are considered, as well as any possible need for additional assessment or test accommodations. Each year, annual reviews are held and new IEP goals are developed for academic and functional domains. Additionally, transition plans are generated for students 13 years of age and older.

Grant Submissions: During the 2016-2017 school year, teachers were required to submit at least one grant for educational purposes. Grants could be for classroom materials, resources, experiences, field trips, or technology. Teachers often used the *DonorsChoose.org* website to submit their grant and receive funds, as well as other opportunities provided locally and by the state. During the year, teachers had grants approved giving them the funding needed to purchase items such as student iPads, books, classroom furniture, sensory materials and lighting, and crafting resources.

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 taught appropriate behaviors in varied settings in order to avoid disruptions that can interfere with learning and limit community interactions. Parent handbooks and other information regarding school and classroom expectations are distributed and discussed on a regular basis; and, rules, often in a picture/symbol format, are posted in each class. Families are encouraged to participate on 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 it is a responsibility that is shared with 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 included in the IEP. These are described in the Washington Center profile.

Most Washington Center staff members are trained yearly in Nonviolent Crisis Intervention (CPI). The Philosophy of the CPI program is to provide the best care, welfare, safety, and security for all students. Staff participate in an initial one day training and then a yearly half-day review training. Select Washington Center staff members are chosen to be part of APT, a small group of first responders who are called to assist in times of crisis.

Autism Training: Special Education Services regularly offers a yearly Autism Institute with one hour sessions available to administrators, teachers, and paraprofessionals. Among the topics are: Introduction to Autism; Common Classroom Accommodations/Modifications for Students with Autism; Social Skills for Students with Autism; Facilitating Group Work; “Foe, Friends, or Neither”; “He Doesn’t like to Write”; Organizational Tools in the Regular Educational Classroom; and, Understanding the Dually Diagnosed Students.

Technology: Washington Center programs incorporate assistive technology and augmentative communication into daily instruction. Through grants and PTA donations, Washington Center has acquired a variety of voice output devices, iPads, and other tools and equipment. 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 teacher related to strategies for integrating augmentative communication into instruction.

Washington Center classrooms have Promethean Boards and training in their use is provided. In the past, grants, as well as Special Education and General Education funds, have been used to purchase iPads and NABI devices with appropriate instructional applications. Each iPad has the Doceri App, which connects the teacher’s Promethean Board to the iPad, facilitating more efficient student access. NABI devices are larger in size, allowing students to see the screen more easily. During the 2015-2016 school year, a district “Technology Refresh” has provided new computers for Washington Center teachers and office personnel. Professional development training was offered for new Windows 8, and training in Google Docs, and Grid-Player 2 usage. Additional technology trainings have been offered during the 2016-2017 school year, as well as during the summer, to both teachers and paraprofessionals. Faculty members have been trained in procedures for developing the new Google websites and for designing classroom newsletters.

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 conferees. The staff is committed to achieving and maintaining 100% technology proficiency by completing Intel training and by renewing certification every five years with thirty hours of technology credit.

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 for learning objectives.

School-wide goals are shared by faculty and staff to maintain a cohesive professional environment. These goals are included in a Student Learning Objective (SLO) form, completed by teachers each year. Unique Learning System Benchmark testing in ELA and Math is conducted three times a year, and self-reflections and specific teacher professional development is recorded on this form. This year teachers have set a professional development goal which requires, at a minimum, implementation of the following strategies:

1. Completion of two peer observations
2. Participation in 24 hours of professional development
3. Development of monthly newsletters
4. Display of instruction aligned items on hall bulletin boards
5. Maintenance of up-to-date Technology Proficiency
6. Utilization of the Unique Learning Systems or Rubicon Atlas curriculum at least three times weekly
7. Submission of a grant or Donors Choose request
8. Completion of "Para- Goal Setting" form and evaluations
9. Monthly revisions to website
10. Service as chair of a school based committee

Washington Center has established two Student Achievement Goals for teachers. The first goal is: Students will improve standards-based knowledge as documented through standards-based academic tests. Students will increase the score of a selected ELA and Math Unique Curriculum Benchmark by a class average of 3% from the baseline score by the end of the 2016-2017 school year. The second goal is: Students will achieve mastery of 80% or more of their IEP goals. This will be done through use of the Unique Curriculum and/or Rubicon Atlas in 3 of 5 days weekly, 60% of the instructional week as documented in lesson plan.

Student Centered Specialized Instruction Series: During the 2016-2017 school year, a "Students Centered Specialized Instruction Series" has been presented each month at staff meetings, with professional development points awards for attendance. These sessions have provided opportunities for Washington Center staff to review current and revised Special Education policies, as well as updates or changes to EasyIEP, and the weekly update sent by Special Education Services. Additionally, team building activities lead by administration has been included, and teachers have shared reflections on their visits to off campus classrooms.

Book Studies: The book, “The Fred Factor” was presented and discussed during the 2016-2017 school year during training for faculty and staff. Follow-up small group discussions of the book’s philosophy were held later in the year for all staff.

Unique Training for new faculty									
New Teacher luncheon and meeting									

Washington Center Professional Development (tentative)
2017-18

August	September	October	November	December	January	February	March	April	May
Faculty meetings	Faculty meetings	Faculty meetings	Faculty meetings	Faculty meetings	Faculty meetings	Faculty meetings	Faculty meetings	Faculty meetings	Faculty meetings
Student Medical Needs Training	Speech/OT/PT updates with staff	New Teacher Training	New Teacher Training	New Teacher Training					
Stress Management	New Teacher Training	School Portfolio Strategic Plan Committee Meeting							
IEP/Sp.Ed Updates	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting
CPR Certification	Website Creation- new teachers	Student Centered Specialized Instruction Series	Student Centered Specialized Instruction Series		Student Centered Specialized Instruction Series	Student Centered Specialized Instruction Series	Student Centered Specialized Instruction Series	Student Centered Specialized Instruction Series	Student Centered Specialized Instruction Series
TeachTown training- selected teachers	Rubicon Atlas Training		Parent Night with service providers presentation		Alternate Assessment Training- new teachers	Technology Workshop			
APT/CPI Refresher training	CBI Guidelines Workshop		Technology Workshop		Book Study	Alternate Assessment Refresher Training			
Steering Committee meeting						Annual Review Training			
OT/PT									

Training for new staff									
Oncourse Training new faculty									
Unique Training new faculty									
New Teacher luncheon and meeting									
Safety Training									

SCHOOL CLIMATE NEEDS ASSESSMENT

School Environment Supportive of Learning Involving the Community

Washington Center families, staff, and community members work together to share responsibility for student success. Volunteers are essential to the program. In addition to the services they provides, their interactions with students result in learning experiences for the volunteers themselves as well as for the young people they seek to serve. It is also important for students to have opportunities to participate in and give back to the community. Community based experiences enable students to learn real world information and to practice skills that are rarely transferred from “in school” instructional setting without opportunities for direct application.

Washington Center volunteers come from local high schools and colleges, business and civic organizations, parents and family members, and the community at large. Service groups such as Dog Therapy, Sara Collins Elementary School, Christ Church Episcopal Middle and High Schools, Furman University, various high school teacher cadet program, Greenville Hospital residents, 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; “Run, Walk, & Roll 5K”; Christmas Pageant; Science Fair Activities; and Community Day.

Each fall, Washington Center students participate in Bob Jones University’s (BJU) Challenge Day. Approximately 200 student volunteers from BJU, in addition to Greenville Recreation District personnel, 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 accompany Washington Center students throughout the day at Furman.

Community Day gives all Washington Center students an opportunity to interact with and learn about jobs performed by various community members. 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.

The Washington Center PTA volunteers being each school year by hosting a “Meet Your Teacher” afternoon; and in the fall, they work with the 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 2016 “Family Night” hosted ten groups or agencies including Family Connection; Thrive Upstate; Camp Hope; SC Autism Society; Greenville CAN; SC Assistive Technology Project; Protection and Advocacy; GHS Supportive Care Team; Shriners; and, Incognito.

For three consecutive years, the PTA has sponsored informational sessions for Washington Center families through a “Lunch and Learn” series. Guest speakers have provided information about support agencies, legal requirements related to individuals with disabilities, and instructional support. Additionally, each year PTA volunteers decorate the school for Christmas and raise money for various school projects. Their primary fundraiser, held in the spring, is the Washington Center “Run, Walk, & Roll 5K.” Through this event, our PTA volunteers work to raise community awareness regarding the students and the work at Washington Center as well as to generate revenue for school needs.

In past years, local dog therapy teams have sent volunteers to both Washington Center campuses monthly, providing a unique hands-on opportunity for students to interact with especially trained dogs in the school environment. Recently, the school district made and featured a special video showcasing Washington Center students enjoying their time with these dogs.

Each year Washington Center provides practicum and student teaching experiences for students from Greenville Technical College, as well as from Furman, Clemson, and Anderson Universities. During their time at Washington Center, participants learn job-specific skills while observing and interacting with students and staff.

Christ Church Episcopal School 8th grade students, as part of a service learning project, serve as Reading Buddies for students at Washington Center. They come weekly from November through April to read with students, and during their time at the school, augmentative communication devices are used to help read stories and facilitate communication. These 8th graders also serve as peer helpers during Washington Center’s “Boo in the School” event and they assist during various special school events.

The Klaver Klub community service groups from Beck and Hughes Middle Schools, also support Washington Center. These girls assist during the school Christmas party and generously purchase gifts for each Washington Center student. They also help with the PTA sponsored “Run, Walk, & Roll 5K” and with other PTA events, such as “Family Night.”

The Daughters of Penelope, a women's group from the Greek Orthodox congregation, attend and provide refreshments for the school Christmas party. Holiday gifts are also donated annually to Washington Center students by the Furman Heller Service Corps.

During the 2016-2017 school year, each class has participated in the "Time Out in the Community" pen pal program sponsored by the Bon Secours Wellness SEC Women's Basketball Tournament. Students have corresponded with Texas A & M and Vanderbilt University women's basketball teams, and have followed assigned players and team playoff scores.

Washington Center parents often help with classroom needs by creating bulletin board displays, serving on the PTA Board, and chaperoning community trips. Many parents attend school-wide events such as the Bob Jones Challenge Day and Furman Special Olympics. Parents also support the school by sending treats for Teacher Appreciation Week and Boo in the School, by raising money for special projects, by joining PTA, by buying/selling Cherrydale Farms and Honey Baked Ham merchandise, by sponsoring and recruiting donors for the "Run, Walk, & Roll 5K," and by attending special events such as Family Night, Thanksgiving Lunch, and the Valentine Pageant.

For three years, Washington Center has participated in the EdReach Program through the Greenville Symphony Orchestra, and this has given students the opportunity to attend an in-school percussion concert. Other guests who have performed and provided instruction for students include: the St. Mary's String Group and Choir, J.L. Mann Special Education Chorus, singer Jenn Bostic, musicians from the SC Fine Arts School, and the Children's Little Theater acting groups. In the past, law enforcement personnel have conducted a series of lessons to develop positive interactions between students and police, and they routinely send representatives to Community Day.

Throughout the year, Washington Center students participate in a variety of community outreach activities as part of their CBE (Community Based Experiences). 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 designated Blythe students. This year, students have been working hard to collect can tabs to donate to the Ronald McDonald house. They are working on their math skills while counting tabs, and they are also practicing fine motor skills when, when after counting, they place each can tab in designated bags. Students participated in the Veteran's Day Ceremony at University Ridge where they greeted and thanked veterans for their service and also passed out cards that each class helped make. During Washington Center's annual

Spirit Week, money is raised for a chosen charity outside the school, and last year a local police group was invited to the school for an “appreciation celebration,” subsequent to one of their team members having been killed in the line of duty.

Students have become involved in the community through visits to sites such as the Greenville Animal Shelter, Goodwill, Whispering Pines Stables, Greenville Symphony Orchestra, the Humane Society, Miracle Hill, Pet Smart, Wade Hampton Lanes, Fisher’s Orchard, the History Museum, the Children’s Museum, and a variety of parks and restaurants.

In addition to community based experiences, students have also been able to participate in virtual field trips to off campus locations such as zoos, farms, aquariums, and NASA. Some Washington Center students have medical challenges that make off campus trips difficult, so virtual field trips are a great way to allow them to participate in a fun classroom field trip. Virtual field trips are accessible for all students and are supported by our state standards and curriculum.

Washington Center staff members have collaborated with community agencies for professional development. In recent years, teachers and administrators have visited sheltered workshops and group residences for individuals with disabilities. Educators from other districts and from the state offices often visit Washington Center, as do Leadership Greenville and Leadership South Carolina groups. Teacher visits to special education centers and classes at other locations have been included in recent professional development for teachers, and each teacher is required to complete two peer observations during each school year.

Washington Center staff members maintain personal websites, 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, send home with students, and/or email to parents. They communicate additionally with parents using email, phone calls, in-person conversations, and communication notebooks. The school publishes a quarterly newsletter, *The Seagull Express*, which is printed in both English and Spanish. 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. 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’s Facebook and Twitter sites provide further communication resources for the community. The addition of the Morning News broadcast to each classroom via Zoom has

provided a student involved visual start to each day. A social worker assigned to Washington Center provides support for families through home visits, referrals to local agencies, and on-going communication with school personnel.

Washington Center's instructional program is enhanced by an Adaptive Environmental Science laboratory and greenhouse, Daily Living Skills Training, a Multisensory Environment, Adaptive PE, Media Center, and Adapted Related Arts classes. Related Arts teachers collaborate with each other for various lessons such as ones related to Veteran's Day and/or foreign countries, and jointly publish a monthly newsletter.

- As a part of the "Environment Science Program," students interact with animals and learn about pet care and related habitats for classroom pets. 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 during annual plant sales.
- Daily Living Skills classes encourage development of transition and functional life skills which are applicable at home or in other settings and will continue to be important throughout students' lives. Student ability levels necessitate support which ranges from independent with supervision to maximum prompting and assistance. As a result, a variety of instructional strategies and adaptations to state and common core standards are a part of all classroom activities. Among these are: modified equipment; use of Boardmaker symbols; small group to individual instruction; and, utilization of voice output devices. Tasks addressed in Daily Living classes are ones such as: participating on an assembly line, cooking, handling money, performing basic household and/or office jobs and engaging in appropriate social interaction.
- The Multisensory Environment can create either a stimulating or a calming atmosphere in lighted and darkened rooms. Benefits of the multisensory environment include improved mood, fear and anxiety reduction, and increased communication. Students can choose activities and use switches to activate the equipment in the room which provides visual, auditory, tactile, and kinesthetic stimulation. Adaptive swings, ball pits, mirrors, light ropes, bubble tubes, activity walls, music, and massage chairs are available.
- In Adaptive Physical Education classes, students ride adapted bikes and scooter boards; compete in adapted bowling, tennis, and volleyball; and, prepare for Special Olympics. The adaptive physical education teacher provides modified activities so each student may participate.
- The Media Center Program is planned to encourage literacy and a love of books and other media materials and activities. Student learning and engagement are enhanced using a Promethean Board,

Big Mac switches, tactile symbols, and iPads. Additionally, the physical setting of the media center can be arranged to meet student needs by moving tables and chairs to accommodate wheelchairs and walkers. Increasing levels of prompts (verbal, tactile, visual, and hand-over-hand) are incorporated into all instruction.

- Adaptations provided in the music classroom to facilitate engagement and student learning include: hand-over-hand assistance for playing instruments; rolling wheelchairs for dancing or marching; and, hand-over-feet for stomping. Extra care is taken to ensure that all students are assisted gently, safely, and only to the extent that is actually needed. Adaptations made specifically for VI (visually impaired) students include positioning of objects and pictures in close proximity to the students, seating a student close to the Promethean Board, using the Doceri app on an iPad, and providing objects and instruments for students to touch and feel. Students benefit from clear instructions and teacher modeling, varying levels of prompts and/or hand-over-hand assistance, and frequent opportunities to make choice. Additionally, they are encouraged to use voice output devices and other types of augmentative communication, while the pace of instruction is consistently adjusted to meet the needs of student groups.
- Actively engaging students in each lesson is a primary goal in art class. By using the state curriculum standards for visual arts, paired with the core subject standards, the students recognize how the visual arts are connected to other aspects of their lives. Students are encouraged to participate in activities by using a variety of instructional methods that are individualized for each student. Among the many adaptations and modifications in place are: specialized tool handles; visual and tactile symbols; switch activated controls; varies prompts and assistance levels; assistive technology; clear instructions; developmentally appropriate activities; positive reinforcement; teacher-modeling; adjusting pace of instruction and review. Adaptations made for students with visual impairments include large pictures or models, black backgrounds, boundary guides, and objects with significant tactile components. Active involvement in the artmaking process enhances hand-eye coordination and gross and fine motor control. In recent years, student artwork has been exchanged on loan with local elementary schools through the “Art Swap” program, and work generated by students in other schools has been displayed at Washington Center while Washington Center has reciprocated by sending items for display in collaborating schools.

School Safety and Security

In addition to interior cameras which have been installed, students and staff safety have been enhanced via daily walk-throughs by law enforcement personnel and by the installation of scan locks on all exterior doors and the installation of emergency buzzers in additional rooms. Classroom activities can be viewed at any time, both on the main campus and at Hollis, and there are also four exterior cameras used to monitor activities outside the school.

Discussion of 2015-2016 Survey Results

2015-2016 Report Card Responses from staff yielded the following information

- 11 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.
 - The teachers at my school focus instruction on understanding, not just memorizing facts (100% agree)
 - My schools offers effective programs for students with disabilities (100% agree)
 - The lever of teacher and staff morale is high at my school (100% agree)
 - The grounds around my school are kept clean (100% agree)
 - The hallways at my school are kept clean (100% agree)
 - The bathrooms at my school are kept clean (100% agree)
 - I feel safe at my school before and after school hours (100% agree)
 - I feel safe at my school during the school day (100% agree)
 - I feel safe going to or coming from my school (100% agree)
 - Students from different backgrounds get along well at my school (100% agree)
 - The school administration has high expectations for teacher performance (90.9% agree, 9.1% mostly agree)
- The following items were recorded as the lowest scores in the Teacher Survey
 - Parents at my school are interested in their children's schoolwork (9.1% disagree, 63.6% mostly agree, 27.3% agree)
 - Parents participate as volunteer helpers in the school or classroom (9.1% disagree, 9.1% mostly disagree, 54.5% mostly agree, 27.3% agree)
 - Parents attend school meetings and other school events (9.1% disagree, 9.1% mostly disagree, 45.5% mostly agree, 36.4% agree)

Overall school climate indicators reveal all 58 or 58 survey questions scored 85% and above as favorable (agree/mostly agree) in the Teacher Survey. Of the 28 Parents Surveys distributed to families of students in grades 5, 8, and 11, only ten were returned. Of the returned parent surveys, 100% reported being satisfied with the learning environment, social and physical environment, and home-school relations. Student surveys were not administered in the Washington Center students lack verbal, reading, and writing skills needed to respond to survey questions.

A recent initiative has involved the design, funding, and construction of a nature trail on property behind the main campus site. The funding drive for the trail began with individual donations and successful grant applications. Subsequently, Eastside High School chose Washington Center to be the recipient of money to be generated by their fall Spirit Week. In late September and early October, Eastside students were able to raise \$116,550.00 to be used for the construction and maintenance of Washington Center's trail. A Landscape Architectural firm was hired to oversee surveying the site and designing the specific plans; and, a completion date of fall 2017 has been targeted.

The Trail will have a paved wheelchair accessible walkway that will open up to sunny and shaded areas for students to explore and learn about different aspects of gardens, wood, and natural environments. Cathy Bush, Environmental Science Teacher with over thirty years of experience working with students with disabilities currently utilizes a greenhouse, outdoor garden areas, and other experimental gardening techniques for instructional purposes. The new nature trail will allow students to increase interactions with the outside environment, and will have both instructional and recreational value.

The nature trail will have ADA compliant slopes with entrance documentation/signage/ and structures. Trees and plants will provide visual, and sensory experiences, and QR codes will allow students to access additional information about plants using their iPads. Additionally, there will be wheelchair "pull offs" for the students to see and work with garden plants.

See the plan below or at <https://www.greenville.k12.sc.us/washctr/Upload/Uploads/Nature%20Trail%201.pdf>



NATURE TRAIL SUMMARY

TRAIL A	1021.12 SF
TRAIL B	1611.12 SF
TRAIL C	847.12 SF
TRAIL D	281.12 SF
TRAIL E	271.12 SF
TRAIL F	39.12 SF
TRAIL G	111.12 SF
TRAIL H	711.12 SF
TOTAL TRAIL IMPROVEMENT	1,685.12



McLeod
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 Website: www.mcleod.com

PROFESSIONAL SEAL
 PROJECT NO. 11-0001
 DATE: 11/11/11

**GREENVILLE COUNTY SCHOOL DISTRICT
 WASHINGTON CENTER
 NATURE TRAIL CONCEPT PLAN**

CONCEPT #1

Action Plan

Student Achievement

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 (Maintenance): During the 2013-14 through 2017-18 school years, 80% percent of IEP goals will be mastered as measured by annual review data averages.

ANNUAL OBJECTIVE: During August through May of the 2016-2017 school year, 80% of IEP goals will be mastered as measured by end of IEP averages.

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%	95%	95%	
Actual Performance	95%	96.4%	97.8%	98.7%	72.6%		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Provide support through progress report reviews/ IEP updates.	Quarterly Updates, 10/13-5/17	Administration & Teachers	No cost to school	NA	Written Feedback/ Reports produced and sent home
2. Follow Amendment procedures for inappropriate objectives	8/13-6/17	Program Facilitator	No cost to school	NA	Log of Amendment Meetings
3. Provide Due Process annual training	8/13-6/17	Program Facilitator	No cost to school	Special Education Services	Log of attendees
4. Provide technology and	8/14 – 6/17	Administration, Media	iPads - \$1,738.01;	IDEA/ School	Log of purchases

<p>curriculum to enhance standards-based instruction: Unique Learning System/ Doceri App/ iPads/ laptop batteries/ Zygo Grid 2 Player (Speech)/ Computer Refresh (teacher laptops Windows 8)</p>		<p>Specialist, Special Education Services</p>	<p>Doceri -\$810.00 Local funds/ 2015-16: Ipad- \$2,11.50/ laptop batteries/ Zygo Grid for Speech \$1,200.00</p> <p>2016-2017: District Funds/ Unique Learning Systems- \$3,878.87</p> <p>Local Funds Doceri- \$810 Grants/Donors Choose: iPads \$15,628.07/ Desktop Computers w/ touchscreens- \$23,380.32/ ActivTable- \$6,722.00</p>	<p>District/ Special Education Services/ Grants</p>	
<p>5. Provide technology training</p>	<p>Unique Learning Systems, Rubicon Atlas, OnCourse, EasyIEP, Doceri, iPad, Google Drive & Website, Grid 2 Windows 8,</p>	<p>Special Education Services/ Speech Services/ Media Specialist/ Administration</p>	<p>2014-15: Unique Learning System - \$3,878.87/ No cost to school</p>	<p>Special Education Services</p>	<p>Professional Development documentation through Portal registration</p>

	Skype				
6. Expand behavior intervention strategies: TEACCH Autism Training and TeachTown Social Skills	10/13-6/17	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	8/13-6/17	Administration	No cost to school	NA	Student achievement documentation from teachers
8. Provide Physical Therapy equipment to meet IEP goals	8/12-6/17	Special Education Services/ Administration	2014-15 \$6,762.00/ 2015-16 \$6,111.17/ 2016-17 \$4,166.43	IDEA/Grants/ Student Activity Funds	Log of purchases
9. Hold quarterly and interim conferences with classroom teachers and therapists regarding student IEP progress	9/16-6/17	Therapists/ Teachers/ Administration	No cost to school	NA	Documentation of meetings/ Progress reports
10. Receive training in and implement the Unique Learning System	7/13-6/17	Special Education Services/ Administration Staff	Funded by Special Education Services	District Funds	Portal Professional Development documentation/ Lesson Plan documentation/ SLO goal documentation Record of meetings Maintained by teachers. Progress and Interim Reports

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:

Revised Goal: During the 2014-15 through 2017-18 school years, students ages 8-13 and 16 (as of 9/1 of the current school year) will score a 3% yearly average increase for Basic and Above scores (Levels 2-4) on the SC-NCSC English Language Arts (ELA) Alternate Assessment.

ANNUAL OBJECTIVE: During the 2016-17 school year, 15% or more of students participating in SC-NCSC ELA will score at Basic and above (Levels 2-4).

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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	New Baseline 2014-15 (Goal revised)	2015-16	2016-17	2017-18
Projected Performance		83%	83%	50%	15%	12%	
Actual Performance	83%	87%	87.9%	❖ 12%	8%		

❖ 2014-15- Introduction of new Alternate Assessment format and test contents/ Goal and baseline revised

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Train staff in the use and implementation of Alternate Assessment procedures	1/14-2/14 9/14-11/14 1/15-2/15 1/16-6/17	SC Department of Education/ District Test Coordinator/ School Test	No cost to School	Special Education Services / SC Department of Education	Training Agenda/ Roster of attendees/ Evaluation comments

	1/7-5/17	Coordinator			
2. Require 16 standards yearly per subject area for all instructional staff	SLO End of Year updates 8/13-6/16	Teachers	No cost to school	NA	Lesson Plans/ PAS-T Evaluations
3. Require standards listing on weekly lesson plans	8/13-6/17 Weekly	Teachers	No cost to school	NA	Lesson plans/ SLO Evaluations
4. Represent school in state sponsored alternate assessment committees	11/13 - 6/17	School Test Coordinator/ Administration/ Teachers	No cost to school	State Department of Education	Record of meeting attendance
5. Participate in new assessment development/ pilot testing	5/14 10/14 9/16-6/17	School Test Coordinator/ Teachers	No cost to school	State Department of Education	Record of participation/ Test submissions
6. Provide technology & training to enhance standards-based instruction: Unique Learning System/ Doceri App/ iPads, Zygo Grid 2 Player (Speech)/ Computer Refresh/ Nabi Tablets	08/13-06/17	Special Education Services/ Administration/ Speech Services	Unique Learning System - \$3,878.87 District funds/ iPads - \$1,738.01/ Doceri -\$810.00/ Local funds 2015- 16: Ipads- \$2,11.50/ Zygo Grid for Speech \$1,200.00/ Computer Refresh purchases \$11,195.55	District Funds/ General Funds/ PMD Funds/ Speech Services/ Donations/ Grants/ Student Activity Funds	Record of purchases/ Use reflected in ePAS or PMO summaries & observations/ Lesson plan use
7. Provide access for Special Education standards through purchase of National Center and State Collaborative (Special Education) Core Content Connector Standards through OnCourse	8/16-6/17	Administration	Connector Standards addition purchase: \$1,295.25	Local accounts	Discussion of Common Core Standards during Faculty Meetings/ Link on OnCourse Lesson Planner Purchased/ Science Support Guide Workshop
8. Use of Unique Learning System and/or Rubicon Atlas 3 out of 5 days or 60% weekly	8/14-6/17	Teachers	OnCourse yearly fees: \$1,719.84	OnCourse fees paid through school Local Account	Lesson plans/ SLO documentation

9. Use of weekly bulletin boards displaying standards-based-labeled student work	8/14-5/17	Teachers	No cost	NA	SLO documentation
10. Use of TeachTown instruction for selected students	10/15-6/17	Special Education Services	Funded by Special Education Services	Special Education Services	Lesson plans/ Observations/ Program documentation

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 2014-15 through 2017-18 school years, students ages 8-13 and 16 (as of 9/1 of the current school year) will score a 3% yearly average increase for Basic and Above scores (Levels 2-4) on the SC-NCSC Math Alternate Assessment.

ANNUAL OBJECTIVE: During the 2016-17 school year, 35% or more of students participating in SC-NCSC Math will score at Basic and above (Levels 2-4).

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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	New Baseline 2014-15 (Goal revised)	2015-16	2016-17	2017-18
Projected Performance		83%	83%	50%	35%	40%	
Actual Performance	83%	87%	86.5%	❖ 32%* (New Baseline)	37%		

❖ 2014-15- Introduction of new Alternate Assessment format and test contents- Goal and baseline revised

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Train staff in the use and implementation of Alternate Assessment procedures	1/14-2/14 9/14-11/14 1/15-2/15	SC Department of Education/ District Test Coordinator/	No cost to School	Special Education Services / SC Department of	Training Agenda/ Roster of attendees/ Evaluation comments

	1/16-6/17 1/7-5/17	School Test Coordinator		Education	
2. Require 16 standards yearly per subject area for all instructional staff	SLO End of Year updates 8/13-6/16	Teachers	No cost to school	NA	Lesson Plans/ PAS-T Evaluations
3. Require standards listing on weekly lesson plans	8/13-6/17 Weekly	Teachers	No cost to school	NA	Lesson plans/ SLO Evaluations
4. Represent school in state sponsored alternate assessment committees	11/13 - 6/17	School Test Coordinator/ Administration/ Teachers	No cost to school	State Department of Education	Record of meeting attendance
5. Participate in new assessment development/ pilot testing	5/14 10/14 9/16-6/17	School Test Coordinator/ Teachers	No cost to school	State Department of Education	Record of participation/ Test submissions
6. Provide technology & training to enhance standards-based instruction: Unique Learning System/ Doceri App/ iPads, Zygo Grid 2 Player (Speech)/ Computer Refresh/ Nabi Tablets	08/13-06/17	Special Education Services/ Administration/ Speech Services	Unique Learning System - \$3,878.87 District funds/ iPads - \$1,738.01/ Doceri -\$810.00/ Local funds 2015-16: Ipads- \$2,11.50/ Zygo Grid for Speech \$1,200.00/ Computer Refresh purchases \$11,195.55	District Funds/ General Funds/ PMD Funds/ Speech Services/ Donations/ Grants/ Student Activity Funds	Record of purchases/ Use reflected in ePAS or PMO summaries & observations/ Lesson plan use
7. Provide access for Special Education standards through purchase of National Center and State Collaborative (Special Education) Core Content Connector Standards through OnCourse	8/16-6/17	Administration	Connector Standards addition purchase: \$1,295.25	Local accounts	Discussion of Common Core Standards during Faculty Meetings/ Link on OnCourse Lesson Planner Purchased/ Science Support Guide Workshop
8. Use of Unique Learning System and/or Rubicon Atlas 3 out of 5	8/14-6/17	Teachers	OnCourse yearly fees:	OnCourse fees paid through school Local	Lesson plans/ SLO documentation

days or 60% weekly			\$1,719.84	Account	
9. Use of weekly bulletin boards displaying standards-based-labeled student work	8/14-5/17	Teachers	No cost	NA	SLO documentation
10. Use of TeachTown instruction for selected students	10/15-6/17	Special Education Services	Funded by Special Education Services	Special Education Services	Lesson plans/ Observations/ Program documentation

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 2 – QUALITY PERSONNEL

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PROFESSIONAL DEVELOPMENT: Ensure quality personnel in all positions.

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.
(New goal and baseline established 2014-15)

ANNUAL OBJECTIVE: During the 2016 -17 school year, 100% of teachers will meet the following criteria:

- Observe in at least two classrooms
- Obtain 24 hours of professional development
- Display monthly student work themed hallway bulletin boards labeled with title, standards
- Develop and post monthly parent/information newsletters
- Submit a schoolwide or classroom grant (addition for 2016-17 school year)

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

				New Goal and Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance				100%	100%	100%	
Actual Performance				100%	100%		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Schedule & conduct two peer observations	9/14-5/17	Classroom/ Related Teachers	NA	NA	Two written Summaries/ Reflections of Observation: Peer Observation Summary
2. Schedule and conduct observations of Special Education classes in typical schools	9/15-1/17	Program Facilitator	No cost to school	Special Education Services	Discussion of visits during Specialized Instructional Series sessions
3. Attend 24 hours of Professional Development	9/14-5/17	Classroom/ Related Teachers	NA	NA	Evidence of attendance: PD Printout/ Agenda, ePAS, PMO summaries
4. Achieve staff attendance of at least 93%	8/14-6/15	All Staff	NA	NA	End of Year attendance for current school year (Goal discontinued 6/15)
5. Develop and post monthly informational newsletters	9/14-5/17	Classroom/ Related Teachers	NA	NA	Monthly newsletter samples Posting on website &/or delivered to parents & Linked to Lesson Plans, ePAS/SLO summaries
6. Display monthly student work themed hallway bulletin boards labeled with title, standards	8/15-5/17	Classroom/ Related Teachers	NA	NA	SLO documentation, samples in PAS-T notebooks, Observations and ePAS/PMO summaries
7. Submit grant to support classroom and/or school-wide funding	8/16-6/17	Classroom/ Related Teachers	NA	NA	Teacher website notifications/ SLO documentation/ Grant Sites

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 3 – SCHOOL ENVIRONMENT: Provide a school environment supportive of learning.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 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 2016-17 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%	100%	100%	
Actual Performance			52%	100%	100%		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Offer Community Based Instruction (CBI) & Community Based Experiences (CBE)	9/13-5/17	Program Facilitator	No cost to school	Funded by district/ Classroom funds	CBI/ CBE Rosters/ Lesson Plans
2. Schedule Christ Church Reading Buddies	10/14-5/17 (Once weekly)	Instructional Coash	No cost to school	NA	Attendance rosters/ School Calendar
3. Hold Olympic activities: Challenge Day at Bob Jones/ Furman Track and Field,	9/14-4/17	Administration/ PE Teacher	\$2,000.00 \$1,800.00	Transportation Funded by PTA	Bus rosters/ School Calendar/ Programs

Developmental Skills					
4. Participate in Boo in the School with community volunteers	10/14-10/16	Halloween Committee	\$150.00	PTA	School Calendar /Log of volunteer attendees
5. Schedule Christmas Activities with community volunteers	12/14-12/16	Christmas Committee	No cost to school	NA	School Calendar /Log of volunteer attendees
6. Hold Valentine Pageant and Dance with community volunteers and attendees	2/13/15 2/12/16 2/14/17	Valentine Committee	No cost to school	NA	Program and log of volunteer attendees
7. Conduct Craft Day with community volunteers and attendees	5/8/15 11/13/15 5/6/16 5/12/17	Craft Day Committee	No cost to school	NA	Schedule including volunteer assignments/ School Calendar
8. Plan and present Virtual Field Trips/ Skype Communications	8/14-5/17	Classroom teachers	As required per order	Classroom funds	Lesson plans/ Observations
9. Attend Children's Museum	11/6/14 12/3/15	Program Facilitator	\$1,800.00 \$1678.16	Greenville County Medical Society Alliance, 2014-15 Student Activity Funds, 15-16	Bus rosters/ School Calendar
10. Participate in Freedom Walk	2/27/15 2/26/16	Freedom Walk Committee	No cost to school	NA	School calendar/ Class bulletin boards/ Roster of volunteers
11. Attend Off Campus Play	4/14/15 3/15/16	Program Facilitator	\$677.85 2015 \$700.00 2016	School Donations (Student Activity funds), CBI Funding	Bus rosters/ School calendar
12. Schedule Children's Little Theater Plays	4/22/15 10/21/16	Administration	\$475.00 yearly	Local Funds	School calendar
13. Coordinate Community Day	5/22/15 5/27/16 5/26/17	Community Day Committee	No cost to school	NA	Schedule of activities and volunteer assignments
14. Schedule Law Enforcement Interactive Lessons	2/15-5/15	Instructional Coach	No cost to school	NA	School Calendar/ Lesson Plans
15. Hold activities with Sara Collins peers: Dr. Seuss Parade Nature Trail Plans Science Day	3/15-5/17	Administration from both schools/ AES Teacher	No cost to school	NA	Schedule of days' events/ School calendar/ Lesson Plans

AES Classes					
16. Teacher Cadet visits and activities	9/13-5/17	Instructional Coach	No cost to school	NA	Schedule of placements/ Roster of attending students/ School Calendar

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 3 – SCHOOL ENVIRONMENT: Provide a school environment supportive of learning.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 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 2016-17 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, school calendar year	One monthly meeting per committee, school calendar year	One monthly meeting per committee, school calendar year	One monthly meeting per committee, school calendar year	
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	Number of meetings: PTA – 11 SIC- 8 Steering-8	Number of meetings: PTA – 10 SIC- 7 Steering-8		

STRATEGY	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Activity					
Hold PTA Meetings	7/14-5/17	PTA Board	No cost to school	NA	Agendas/ Secretary Notes
Schedule Family Night	11/14-11/16	PTA Board	\$564.69 yearly	PTA	Record of attendance/ School Calendar
Present 5K Run, Walk & Roll	4/25/15 4/9/16	PTA Board/Members	\$3,000.00 Est yearly	PTA	Record of Attendance/ PTA Records/

	4/29/17				School Calendar
Submit Teacher Grants	8/15-6/15 8/16-5/17	PTA President Teachers	\$6,000- PTA No cost to school	PTA Donations Grant Funds	Ordering supplies/ Completion of projects/ Grant Notifications
Submit Grants for Nature Trail	9/15-5/17	Administration/ Nature Trail Committee/ Greenville County School District		Greenville Women Giving Eastside Spirit Week Southern Grant Donations	Record of Fund Receipt/ Nature Trail construction
Schedule SIC Meetings	9/14-5/17 (monthly)	SIC Chair	No cost to school	NA	Agenda/ Secretary Notes
Hold Parent Workshops 1. Palliative Care 2. Financial Planning 3. Medicaid 4. Transitioning 5. Guardianship	4/15/15 3/18/15 2/3/16 4/14/16 11/3/16 3/10/17	Administration/ PTA	Meals for parent attendees: \$500.00	PTA funds	Agenda and roster of attendees
Hold Steering Committee Meetings	9/14-5/16 (monthly)	Administration	No cost to school	NA	Agendas and Meeting notes

Appendix Section:

Washington Center 2016-17 School Portfolio

Website link to 2016 Washington Center School Report Card:

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=M&s=902>