

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



**GREENVILLE COUNTY SCHOOL DISTRICT
Superintendent: W. Burke Royster**

Scope of School Action Plan

2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Washington Center

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

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


CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kerith Kingeen		3/12/2014
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Penny Rogers		3/12/14
PRINTED NAME	SIGNATURE	DATE

SCHOOL 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.

POSITION

NAME

1. PRINCIPAL

Dr. Penny Rogers

2. TEACHERS

Jean Ashmore

Sarah Ashworth

Claire Blouir

Cindy Brown

Cathy Bush *

Cayce Campbell

Billy Chapman

Julie Dail

Anita Davis

Katherine Gantt

Amy Garbe

Jennifer Gault

Amy Gosnell

Nardia Lloyd

Heather Petrusick

Elizabeth Piper

Keith Powell

McKenzie Riley

Sharon Russo

Kim Skipper

Lacoyah Smith

Erin Sosebee *

Samantha Stansell

- | | |
|---|---|
| | Sara Tanner
Brooke Timms
Rebecca Williams
Janel Yount |
| 3. PARENT/GUARDIAN | Jane Hart
Michelle Richey |
| 4. COMMUNITY MEMBER | Ann Poole |
| 5. SCHOOL IMPROVEMENT COUNCIL | Keith Kingren – chair
Susie Robison-parent
Susan Budd-parent
Dr. Dee Malone-community
JoAnn Shook-community
Ann Poole-community
Sharon Russo-teacher
Amy Garbe- co-Sec/teacher
Cayce Campbell co-Sec/teacher
Dr. Penny Rogers-admin
Linda Thigpen-admin
Linda Hill-admin |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

POSITION

NAME

PTA BOARD MEMBERS

Carla Burkhardt
Karen Grindstaff- Co-President
Jane Hart – Co-President
Linda Hill

Barbara Bingham

Linda Thigpen *

Susan Griffin

Kathy Trout

Denise Wilkerson

WEBMASTER

Jennifer Gault

STEERING COMMITTEE

Sandy McDowell

Kathy Trout

Karimah Morris

Donna Crump

Katherine Gantt

Rebecca Williams

Anita Davis

Heather Petrusick

Janet Lage

Cindy Brown

Angela Jenkins

Denise Wilkerson

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

✓ Academic Assistance, PreK–3

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

✓ Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

✓ Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

✓ Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act

135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

✓ **Technology**

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

N/A **Innovation**

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

✓ **Recruitment**

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

✓ **Collaboration**

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

✓ **Developmental Screening**

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

NA **Half-Day Child Development**

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

✓ **Developmentally Appropriate Curriculum for PreK–3**

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

✓ **Parenting and Family Literacy**

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

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

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

Table of Contents

1. **Introduction:** An overview of the self-study process, components of the document and summary of the school's focus.

Pages 1

2. **Executive Summary:** A comprehensive summary of the past, present and predicted future accomplishments and challenges for student achievement, teacher/administrator quality, and school climate as presented in the Strategic Plan.

Pages 2-4

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

Pages 5-28

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

Pages 29-31

5. **Data Analysis and Needs Assessment:** A comprehensive analysis of instructional initiatives and statistical results derived from percentages of goal mastery and SC Alt scores, in addition to assessment of teacher/ administrator quality, and school climate

Pages 32-51

6. **Action Plan:** An overview of the school's long term renewal plan, interim goals and strategies/actions developed to promote Student Achievement, Teacher/Administrator Quality and School Climate for 2013-14 through 2017-18

Pages 52-72

INTRODUCTION

The Washington Center Strategic Plan is a self-study with contents designed to meet accreditation and school renewal requirements and to reflect continuous improvement in all areas. The documentation collection and analysis that was done provided our staff with ongoing self-assessment related to communication, accountability and student achievement.

This year's school portfolio team was composed of faculty members, supported by para-professionals, therapists, and administrators. Three committees, headed by a chairperson with demonstrated leadership skills and who was in Cycle 5 of PAS-T, were formed. Each group was given a specific sectional assignment with timelines set in January and March. Washington Center's PTA, Steering Committee and SIC were also involved in the development of school initiatives and in a review of the portfolio.

Groups met on a regular basis to work on assignments; and, committee members communicated among themselves regularly through e-mails and meetings. Content included incorporates information from PTA, SIC, Steering Committee, therapists, administration, and Health and Food Services. The completed assignments were forwarded to our Administrative Assistant for review and finalization. Subsequently, during faculty meetings, information was discussed and revised. Additionally, Linda Thigpen, AA, shared a draft with the SIC and the PTA executive board and later incorporated their suggestions. The completed document will be submitted to the Central Office, posted on the school website, and maintained in hard copy form in a notebook in the school office where it can be viewed by the public.

EXECUTIVE SUMMARY

Needs Assessment or Findings for Student Achievement

Student Achievement at Washington Center continues to improve. With our curriculum emphasis on communication, functional skills and modified academics, in 2013, 87% of tested students scored at levels 2, 3 or 4 in both ELA and Math. These scores were higher than the previous year's baseline of 83%. Similarly, the percent of Individualized Education Program (IEP) goals mastered exceeded the baseline of 95%, with 97% of students reaching 80% mastery levels. Further analysis indicated that students in the moderate range of cognitive disability demonstrated the highest percentage of IEP goal mastery, while those classified as Orthopedically Handicapped performed least well.

Needs Assessment or Findings for Teacher and Administrator Quality

Faculty and staff training are ongoing throughout the school year and into the summer months. These trainings cover a wide variety of topics such as curriculum, medical updates, therapeutic interventions; state mandated testing, technology, compliance procedures, IEP development, and safety. With our current student population, continued emphasis is being placed on behavior intervention strategies and the creation and maintenance of positive and productive learning environments.

Needs Assessment or Findings for School Climate

At Washington Center, the role of the family is highly valued, and school staff and community members work with families as members of a team. Events such as Special Olympics, Challenge Day, Valentine's Pageant, Halloween, Craft Day, Community Day and Walk & Roll involve families and friends in a variety of activities. Volunteers play an important role in the school program as well, and Washington Center serves as a site for numerous field experience placements for college and university students.

During the last year, campus safety has been enhanced by installing cameras throughout the building, and overall school climate indicators are reflective of high levels of parent satisfaction, particularly in

terms of school cleanliness and the appropriateness of instruction. Survey responses also indicate that both parents and staff members feel that additional parent participation would be beneficial.

Significant Challenges

The Washington Center staff and the SIC are charged with setting annual goals directed toward improving student achievement and increasing volunteer participation and community involvement. Teachers and staff are working to maintain or improve upon the 2013 school year in which 87% of students scored a 2, 3 or 4 on SC Alt Math and ELA assessments. Sixteen standards are taught in each subject area yearly.

Further, in order to achieve the school's goal of having 95% of students achieve a mastery level of at least 80% on IEP goals, progress reports, generated every 4.5 weeks, have been analyzed. Additionally, technology has been integrated into instruction; positive behavioral strategies have been implemented; and, the Unique curriculum has been fully utilized.

Finding an appropriate curriculum for our student population has been an on-going challenge which culminated in the selection of the Unique Curriculum. Beginning with the 13-14 school year, Special Education Services provided training and access to the new materials. Unique lessons have broadened the academic scope at Washington Center and increased opportunities for students to master content area skills.

Providing appropriate, safe and cost effective off campus experiences has also long been a goal at Washington Center. This year, additional funds are being made available to support such experiences, and teachers are exploring virtual options as well.

Additionally, efforts are being made to expand the involvement of staff, parents and community members in school related decisions; and, this effort is being facilitated by the re-establishment of both an SIC (School Improvement Council) and a school steering committee.

Significant Awards, Results, and Accomplishments

This year Washington Center has been the recipient of numerous donations and grants. Local and state Knights of Columbus units have donated funds for school needs, including physical therapy equipment. In addition, Sara Collins Elementary School provided money to purchase a positioning chair from their “Pay It Forward Yard Sale.” The PTA received a grant from the Southwest Council PTA, and Washington Center was awarded an iPad grant from Macy’s.

Washington Center’s PTA was particularly pleased to be chosen this year by the Greenville chapter of The American Advertising Federation for marketing support leading up to the Walk and Roll, which will be held on April 26. Also, one of the Washington Center co-presidents, Ms. Jane Hart, received a state Volunteer of the Year award at the PTA convention on March 29.

This portfolio reflects significant progress related to community involvement. Parent and community connections have been established and strengthened, and new opportunities for students to explore and become a part of the community have been created.

WASHINGTON CENTER SCHOOL PROFILE

School Community

Overview

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

Washington Center moved to its new facility in June 2005. The present school was designed by a team of parents and staff, and it is highly reflective of the unique needs of the students served.

During planning, special consideration was given to such details as external exits for each classroom and continuous concrete sidewalks to encourage student mobility. In addition to the building itself, the campus has an outside greenhouse and a playground specifically designed for students with disabilities.

Eligible students in preschool through grade twelve, ages 3 - 21, attend Washington Center and Washington Center at Hollis. One hundred forty-eight students are currently enrolled, and the staff includes: 21 classroom teachers; 50 para-educators; one full-time homebound teacher; an adaptive environmental science specialist; a daily living skills instructor; and, art, music, and adapted physical education teachers. Additionally, on site are four administrators; a media specialist; physical, occupational and speech therapists; office personnel; custodial and cafeteria staffs; nursing staff; and, two orderlies. Vision and hearing services are provided on an itinerant basis for qualifying students. Washington Center has seventeen classrooms, a multisensory suite, a gymnasium/multi-purpose room and weight room, cafeteria, media center, art and music classrooms, an adaptive environmental science classroom and greenhouse, a daily living classroom, and a speech therapy suite.

Washington Center at Hollis was established to provide an early intervention facility for younger students (ages three - seven) who present with moderate, severe and profound disabilities. Planning

for the Washington Center annex began in 2007 and the facility opened during the 2010 – 2011 school year. At the Hollis location there are six classrooms, a multisensory suite, therapy room, office complex, and nursing station. It is a feeder for Washington Center, potentially accommodating 50 students in six classes. Currently, there are three classrooms and fifteen students at that location. The support services offered include: occupational therapy, physical therapy, speech, and nursing.

Washington Center History

In 1970, Greenville County Schools began serving intellectually disabled students. The original site was shared with a local organization that provided sheltered workshop services for intellectually disabled adults. Subsequently, in 1971, a high school program for mildly intellectually disabled students and a class for moderately intellectually disabled students opened, and during the 1972-73 year, the school became known as Washington Center.

By 1976-77, there were seventeen classes for intellectually disabled students at Washington Center. That number gradually grew to 26 during the 1979-80 school year, and in 1981-82 classes for students with severe intellectual disabilities were added. In recent years, the population of students at Washington Center has been substantially reduced as the district has endeavored to serve almost all students with moderate intellectual disabilities in self-contained classes in regular schools

School Leaders

District Special Education Support

W. Burke Royster- Superintendent of Greenville County Schools

Dr. Susan Griffin – Assistant Superintendent for Special Education

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

Washington Center Administration

Dr. Penny Rogers is the current principal of Washington Center. Dr. Rogers has worked with Greenville County Schools as a teacher, a school psychologist and a school and district level administrator. She holds a bachelor's degree in elementary education and history from Meredith College, an EdS in School Psychology from Auburn University, and a Ph.D. in School Leadership from Clemson University. She became principal of Washington Center in December, 2013.

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

Linda Thigpen moved from the classroom to fill the role of Administrative Assistant in 2003. She is a former Washington Center teacher and has spent more than 30 years working in special education in Greenville County. Mrs. Thigpen assists the principal with multiple administrative duties, fulfills due process obligations, and provides instructional support to the school staff. She also serves as an ADEPT and PAS-T evaluator and mentor for Washington Center and district teachers. In her role as the Alternate Assessment District Test Coordinator, Mrs. Thigpen oversees the training and implementation of the district's alternate assessment testing program. She is a member of the State Alternate Assessment Advisory Committee and has been a member of multiple committees for the State Department of Education. For the 2005-06 school year, Mrs. Thigpen received the Greenville County Administrator Award.

Mrs. Barbara Bingham is the Program Facilitator for Washington Center at Hollis. She has experience as both a teacher and a district level administrator, and Ms. Bingham has worked with Greenville County Schools since 2000. She has conducted numerous professional development trainings and has participated on a variety of leadership committees.

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

School Advisory Committee (SAC)

The School Advisory Committee (SAC) provides leadership directed toward facilitating school progress. This is done by assisting in the development and monitoring of specific school goals and by providing guidance to the school administration.

Steering Committee

The Washington Center Steering Committee consists of representatives from each of the school's staff groups (administration, teachers, nursing, related arts, para-educators, custodial, Speech, and office). The role of the committee is to present and explore solutions for any issues that are or may become problematic and to discuss ideas that the staff or administration might like to see implemented. Members of the committee are charged with providing input to the administration and with sharing information with their respective groups.

Facilities

Occupational Therapy (OT) is provided at Washington Center and at Washington Center at Hollis by two registered occupational therapists (OTR) and one certified occupational therapy assistance (COTA). Eligible students receive specialized instruction in self-help, fine motor, and sensory processing skills, and when needed, assist with accessing adaptive equipment, including orthotics. With a strong emphasis on improving sensory motor abilities, OT is a primary treatment utilized with students who are exhibiting behaviors associated with Autism. OT may be provided on either an individual basis or using a consultative model, always with the goal of introducing new skills and

sensory experiences which will enable students to adapt to and benefit from classroom and community activities.

The Physical Therapy department includes one physical therapist and two physical therapist assistants ---- one at Washington Center and one at Washington Center @ Hollis. These professionals provide instruction for students whose gross motor deficits inhibit their ability to access the educational environment. Therapists provide direct or indirect services related to positioning, mobility and equipment needs. This year, approximately 33 students are participating in the school's M.O.V.E. (Mobility Opportunities via Education) curriculum. Through this program therapists and classroom staff members facilitate physical movement using specialized equipment and positioning techniques. Therapists also work closely with families/caregivers and other medical professionals to provide equipment.

Speech/Language Therapy is offered to qualifying students whose communication deficits are negatively impacting academic progress. Two speech pathologists, providing integrated speech therapy services, are shared between the two Washington Center locations. Speech pathologists work closely with teachers and paraprofessionals to create a functional communication system for the classroom, and a student's communication objective is created to target functional communication throughout the school day. A variety of high and low tech materials and devices, ranging from single message voice output devices to dynamic display devices, are used to facilitate communication. Tactile symbols are also often used with students who have low vision or who may be learning symbolic language. Students with physical disabilities may be provided specialized switches, computer interfaces, and/or environmental controls that allow them to participate in classroom activities. Additionally, the Washington Center speech department provides professional development for colleagues and for future speech pathologists through tours, practicum placements, and in-service opportunities.

The Daily Living program was included in a school wide re-structuring of classrooms implemented by the administration during the 2011 – 2012 school year. All of the students at Washington Center now participate in forty-five minute sessions each week with para-educators in attendance to provide support. The program is designed to allow students to actively engage in daily living tasks such as: cooking, cleaning, handling laundry and caring for personal hygiene. The daily living skills program

teacher and the classroom teacher work together to provide practical and useful classroom and community based activities.

The Adaptive Environmental Science (A.E.S.) Program, formerly referred to as the Work Adjustment/Horticultural therapy program, is now offered to all Washington Center students. Classroom para-educators attend classes with students to provide support for students and assistance for the teacher. Re-cycling and sorting tasks are examples of the types of activities used to engage students in developing pre-vocational skills which will be useful in transition and post-school sheltered workshops. The greenhouse is a soothing setting where students participate in activities related to planting and gardening such as potting, weeding and watering plants. Students also develop social skills as they assist with plant sales to the public. Currently many new friends have been added to the A.E.S. program: a cockatiel, a turtle, parrots, two bearded dragons and a rabbit, expanding opportunities for instruction related to animal care.

The Multi-Sensory Rooms at both Washington Center and Washington Center at Hollis are areas especially designed and maintained by the OT staff to provide both relaxing and stimulating sensory experiences for students. In the multi-sensory rooms there are lights, equipment and objects which stimulate visual, auditory, tactile, and proprioceptive responses. These rooms include a ball pit, platform swing, tactile walls, a dark room, a variety of switch activated toys, LED lighted bubble tubes, fiber optic mats, light effect wheels, light boxes, a cascading light up waterfall, and a massage chair. Students are allowed to interact with the items and equipment in the room based on their own individual needs and preferences.

The Weight Room at the Washington Center has been designed to actively involve students in developing motor skills. A variety of equipment accommodates students' diverse needs and levels of performance. Equipment available includes: treadmill, elliptical machine, weight machine, stationary bikes, free weights, weighted hula hoop, and mats for stretching. The physical and occupational therapists also use the weight room in their therapy sessions.

The Instructional Kitchen is integral to the Daily Living curriculum and access to items there enables students to work on a variety of skills, including but not limited to, preparing and selling meals to the staff (Seagull Grill). Adapted equipment, voice output devices, and symbols used to read and prepare recipes are all evident in the kitchen which also has several small appliances (blenders, mixers, food

processor, toaster, dishes, utensils and pots/pans). Additionally, there are ovens, dishwashers and refrigerators available, and all students have access to the kitchen, both for classes and for individual projects related to tasks such as dishwashing, wiping counters, and storing items in cabinets.

The Handicapped Accessible Playgrounds at Washington Center and Washington Center at Hollis are equipped with state of the art, specifically designed apparatus. In order to encourage the students to extend basic motor skills, the playground includes wheelchair swings, a slide, see saws, adapted swings, and a climbing structure. These allow the children to work on physical therapy and motor skill goals, while at the same time providing a space for them to safely enjoy leisure activities.

Parental Involvement

Washington Center PTA

Washington Center PTA (Parent-Teacher Association) is a parent operated organization that plans programs and activities and generates funds to help meet the needs of Washington Center children. As a part of our school climate goal, more parent and community involvement is targeted. PTA meetings are held monthly, and the executive board meets with the principal prior to full PTA meetings. The current executive board includes: Co-Presidents, Vice-President, Secretary, Treasurer, and Membership Chair. Washington Center's PTA promotes advocacy for community involvement and generates funds through a variety of activities.

PTA sponsored events/activities for 2013-2014:

- “Welcome Back Breakfast” for Staff: August 14, 2013
- Teacher grants awarded (15)
- Establishment of a parent volunteer pool
- Appreciation luncheons for staff
- Fundraiser lunch sales for staff
- PTA meetings monthly
- Family Night: November 7, 2013
- Sara Collins yard sale donations
- Campus Christmas decorations

- Honey Baked Ham fundraiser
- Annual holiday campus decorating in December
- Spirit Day collaboration—“mini-marathon”, April 4, 2014
- Walk and Roll, April 26, 2014
- Craft Day assistance, May 9, 2014
- Teacher Appreciation Week, May 5-9, 2014

SIC (School Improvement Council)

Washington Center's School Improvement Council (SIC) provides suggestions, feedback, and support to the principal and the school and is charged with oversight of the Five-Year Improvement Plan. The committee supports the plan's progress through annual goal setting and a yearly Report to the Community. Also, a narrative for the annual SC School Report Card is developed by this group. The SIC is made up of parents, teachers and community members, as well as Washington Center's principal. The group meets once a month, and meeting dates and minutes can be found on the school's website.

Present Role of Our Parent Community

Washington Center recognizes that parental involvement is essential to student progress. Parental collaboration is highly valued, and communication with parents occurs daily. Parent activities are sponsored throughout the year, and parents are encouraged to visit the school. A specific communication plan for each family is required of teachers, and every month a classroom newsletter and calendar are sent home providing information about academic units of study, activities and trips. Nonverbal students use a variety of augmentative communication and voice output devices, including the BIG Mack, symbol cards, iPad and others. Every teacher has a website where posted items include: classroom schedules, a year long syllabus, and current school news. Teachers also maintain a notebook of daily written messages. Regular telephone calls and e-mails serve as a source of communication with families, and The Seagull Express, a quarterly newsletter, is printed in both English and Spanish. The Washington Center principal sends out a School Messenger by telephone each Friday afternoon telling parents about events of the past week and previewing upcoming activities. Additionally, parent surveys are conducted by the district and the state each year, and the input derived is incorporated into school planning.

Parents are encouraged to be involved in the school program through participation in special events scheduled during the year. In addition to Meet the Teacher, the PTA has sponsored Family Night Events, PTA informational meetings, and the Walk and Roll community-wide fund raiser. Monthly lunch sales to the staff contribute to PTA funds as do Honey Baked Ham coupon sales. Special seasonal activities such as Book Fair, Boo in the School, Challenge Day, Valentines Pageant, Special Olympics, Walk and Roll, Craft Day, and Awards/Graduation Ceremonies all include family invitations. Parents who are not able to come to school are encouraged to help out by selling Honey Baked Hams, sending candy for Halloween, contributing items for Craft Day sales and furnishing desserts for Teacher Appreciation Week. Our parent involvement fundraisers provide money for community field trips and classroom activities.

Washington Center has created a home literacy program, The BIG Mack Attack for Literacy, which utilizes adapted readers and voice output devices. Parents receive in-school training for this program, and the Christ Church Service Learning Peer Reading Buddies implement the program. Students are awarded certificates for reading ten or more books.

Many Washington Center parents do not become actively involved in the school because of the time required to travel to and from the city, because of work schedules, and/or because of the demands of caring for a special needs child. Those who are able to volunteer help with classroom needs, create bulletin board displays, serve on the PTA Board and chaperone community trips. Lack of a large volunteer parent pool and a shrinking budget across the district have made establishing partnerships a priority. It is understood that the school must always strive to do more to engage parents and the community in order to continue to provide a state of the art program.

Partnerships

Funds and services provided by our community partners help us to offer enriching learning experiences at the school. Washington Center students have much to offer the community and their interactions with volunteers give them opportunities to learn about the world while practicing important life skills. Business partners and volunteers report that their experiences with Washington

Center students enrich their own lives; and, this year, funds through grants, partnerships and donations have totaled approximately \$6,373.39. Our volunteers come from business and civic organizations, families, and the community at large. During the 2012-2013 school year, volunteers donated 5,487.56 service hours.

Communication is important to Washington Center. Many faculty members, therapists, and administrators create and maintain personal pages for the school website. Additionally, each week a selected teacher contributes photos and articles to the local media and the front page of the school web page, highlighting special activities and achievements. On the school's website there are also links to recent photos, handbooks, and weekly menus. A Headliner Program for routine media contacts continues to be maintained, and the quarterly newsletter, *The Seagull Express*, also provides pertinent school information. Teachers communicate with parents using email and written logs, and the principal sends a weekly email update to the staff. Classroom telephones provide parents and others with immediate access to teachers.

Weekly articles related to Washington Center activities are published in *City People* and local papers, such as *The Greenville News*, *The Greenville Journal*, *The Spartanburg Herald*, *The Travelers Rest Monitor*, *The Tribune Times*, and *Upstate Parent*. Additionally, *The Greenville Magazine*, the Greenville County Facebook page, and News 4 have all spotlighted Washington Center's activities.

Current Business Partnerships:

- Five local Knights of Columbus councils: donations for instructional materials
- Knights of Columbus Operation Hope: funding for physical therapy equipment (M.O.V.E.).
- Carolina First Bank and Chic-Fil-A: Special Olympic/Challenge Day T-Shirts and donations
- Klaver Klub: Walk & Roll donors, Christmas gifts for students, assistance during Family Night and Walk & Roll, PTA memberships
- Krispy Kreme: Doughnuts for staff
- Christ Church School: "Reading Buddies", volunteer at various school activities, and provide donations for Craft Day
- Furman Service Corps: Christmas gifts
- Walk & Roll individual and corporate donors
- American Advertising Federation- Walk & Roll Promotions

Student Support Services

Students at Washington Center receive support from an outstanding staff. Additionally, administrators, nurses and classroom teachers work closely with Greenville County agencies such as: Department of Disabilities and Special Needs (DDSN), Department of Social Services (DSS), Family Connections, Early Childhood programs, Center for Developmental Services, Shriners, Children's Program at Greenville Hospital, DEHEC, Commission for the Blind, Vocational Rehabilitation and Office of the Governor to facilitate the provision of services for students with disabilities and their families.

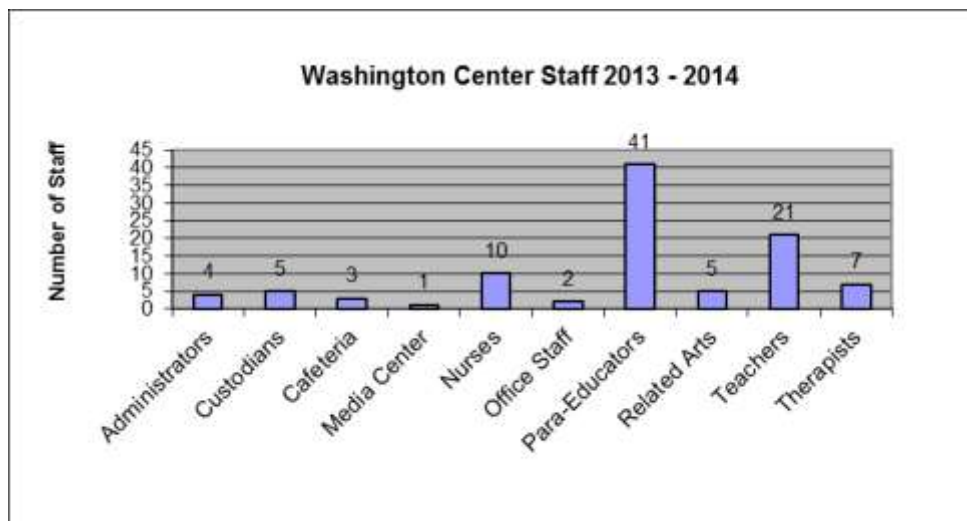
Personnel

Washington Center offers instruction in a nurturing environment. Because many of the students in this population require total assistance for self-help, motor and academic tasks, a high staff to student ratio is necessary (currently at approximately three adults to seven students). Students are grouped in classes based on ability, age and disability considerations. More than half of the faculty members have attained more than ten years of teaching experience (see table below); and, several have more than thirty years experience. There is little staff turnover at Washington Center, however, during the current school year, four new instructors were added.



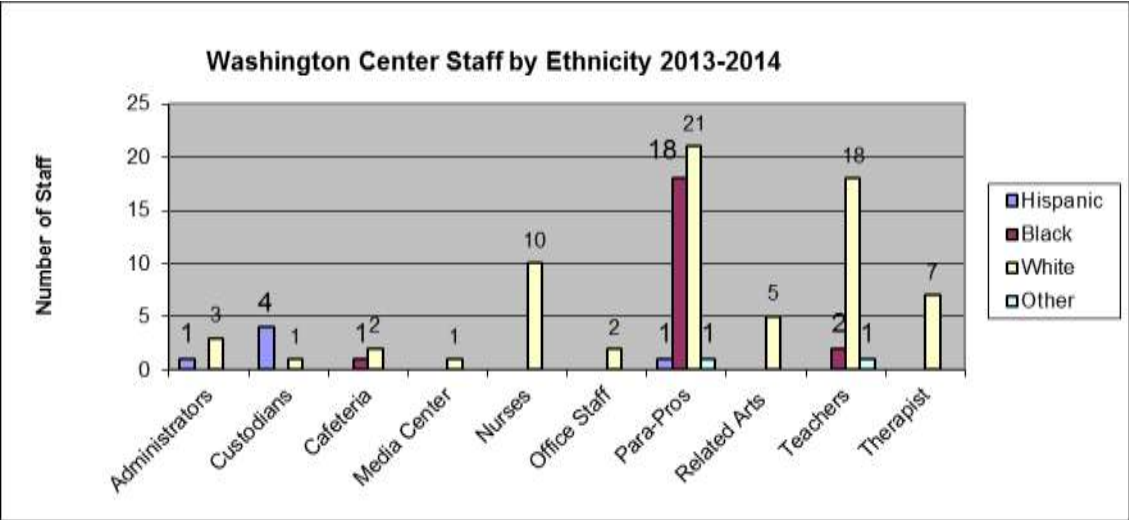
Two speech/ language pathologists, two occupational therapists, two physical therapists and a physical therapy assistant provide related services. Additionally students receive related arts instruction in music, art and adapted physical education. Also on staff at Washington Center are a media specialist,

an adaptive environmental science instructor and a daily living skills teacher. These professionals provide specialized instruction related to academic content, transition and prevocational training. Itinerant vision and orientation & mobility services are provided by district staff, and nurses perform procedures such as tube feedings, suctioning, catheterizations, breathing treatments and seizure interventions. Two orderlies help with lifting non-ambulatory students and provide classroom assistance related to monitoring and supporting students in a variety of ways. Our cafeteria staff includes a manager and two dietitians who prepare meals that meet the specialized dietary needs of Washington Center students.

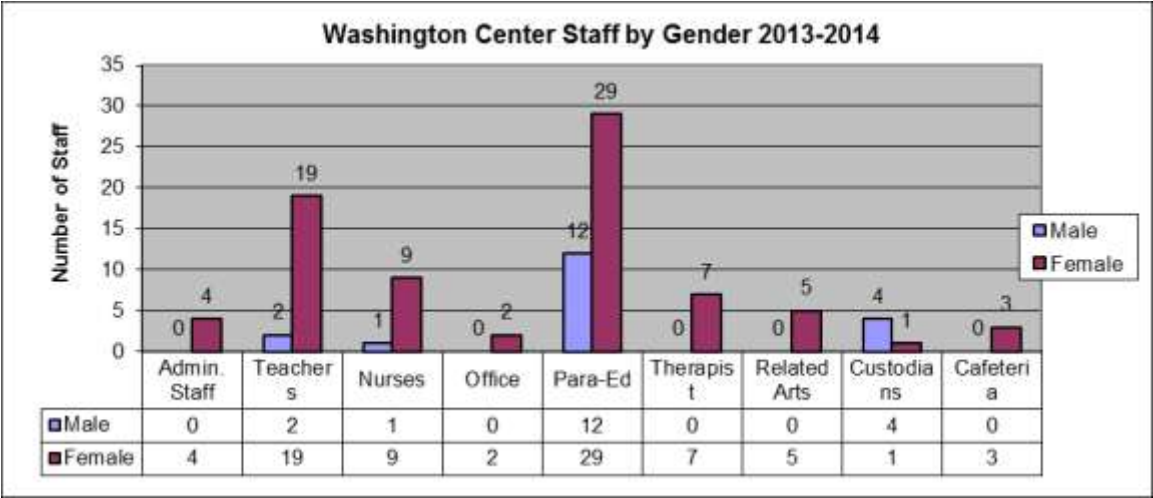


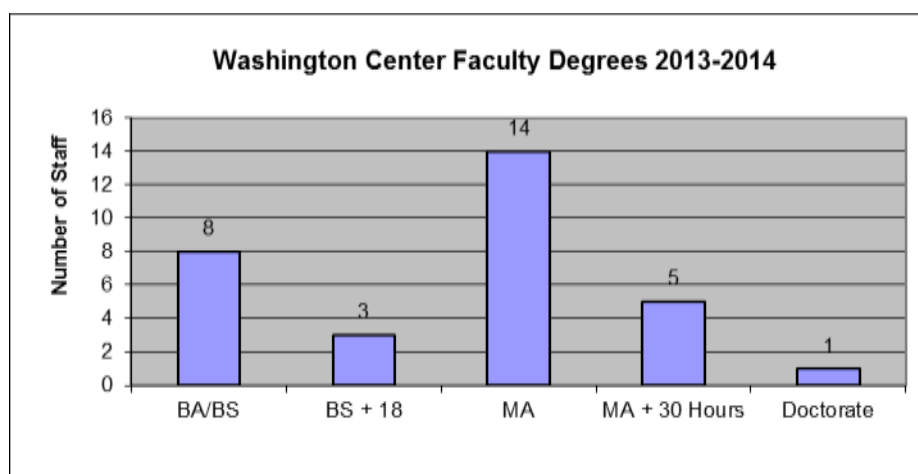
The above graph shows positions currently at Washington Center. The largest groups of staff members are para-educators and teachers. Other personnel in the school setting include: principal, program facilitators, administrative assistant, secretary, attendance clerk/receptionist, custodians, nursing staff, cafeteria staff, therapists and related arts teachers.

The graph below represents the ethnic makeup of the Washington Center staff. Of particular note is the growing number of Hispanic staff members who are particularly important in terms of helping to provide services for families who speak only Spanish.



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

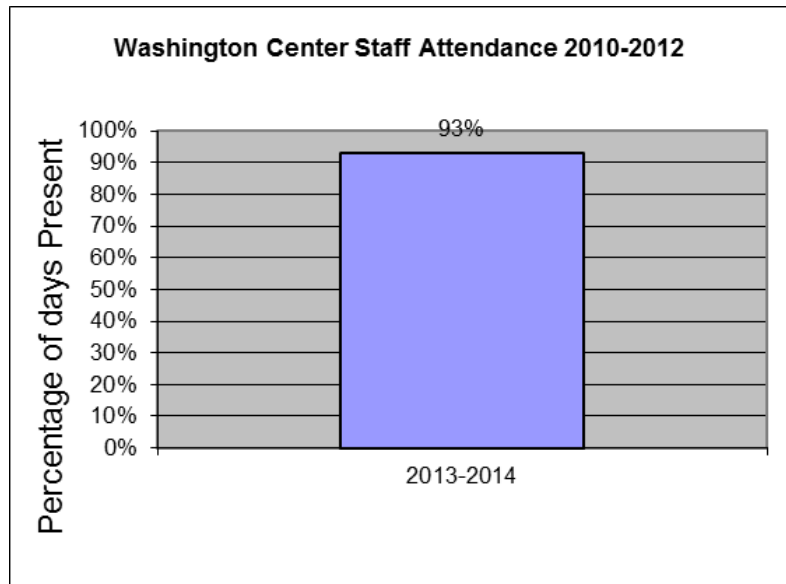




The chart on this page illustrates the current educational levels for our faculty, administration and certified staff. Teachers are required to meet the State Department requirements for certification in the categories of Trainable Mentally Disabled or Multi-Categorical. Staff members attend workshops related to special education issues and relevant curriculum such as ones addressing technology use, augmentative communication, sensory integration, behavior management, IEP development and alternate assessment training. Our principal has a Ph.D. in Educational Leadership and one teacher has earned National Board Certification.

Washington Center has an extensive Emergency/Safety plan which is updated annually. Also in place is a trained emergency team available to assist when extreme student behavior requires intervention. A number of Washington Center's employees hold CDL licenses which also require regular training updates.

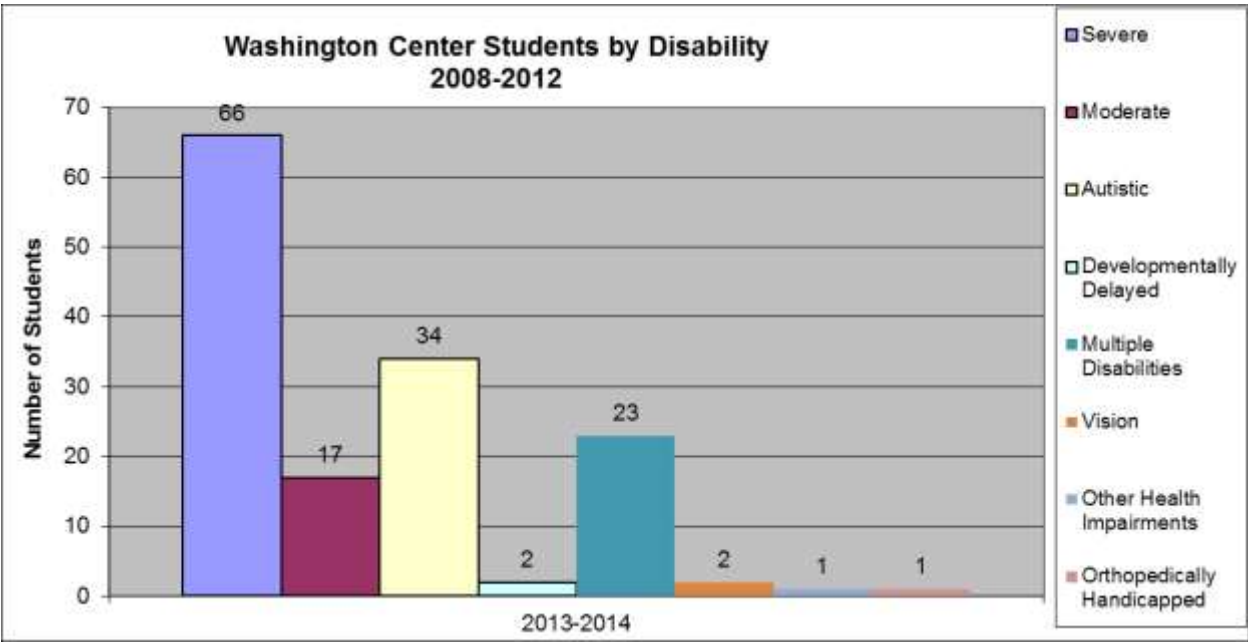
Para-educators are required to complete at least 2 years of study at an institution of higher education, obtain an associate's degree or more, or pass the Work Keys Test, which includes a classroom observation. Additionally, they must demonstrate, through a formal state or local academic assessment, (1) knowledge of and the ability to assist in instructing reading, writing, and mathematics or (2) knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness. Greenville County Schools requires that new para-educators working with students with disabilities attend an all-day in-service training for additional job preparation.



The Washington Center staff achieved 93.75% attendance during the 2013-2014 academic year. This statistic is reflective of the staff's commitment to regular attendance. All Washington Center employees understand the importance of having consistent, trained and familiar adults available to care for and teach students each day.

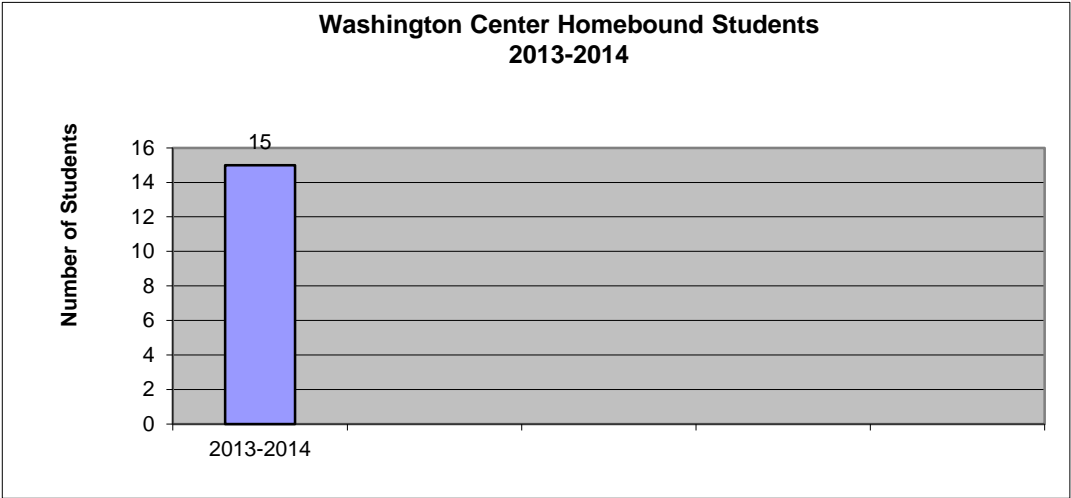
Washington Center Students

Disaggregation of student data by disability category is shown below. For the 2013-2014 school year, information was taken from the EFA Roster.

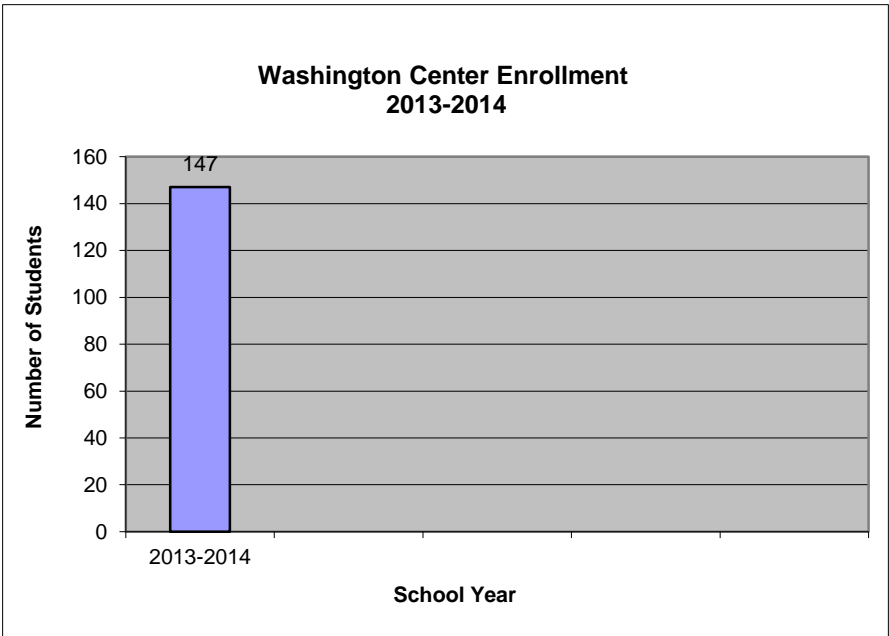


Seventy-nine students are receiving physical therapy services for the 13-14 school year. Twenty-nine of those are on monitor status for equipment needs only.

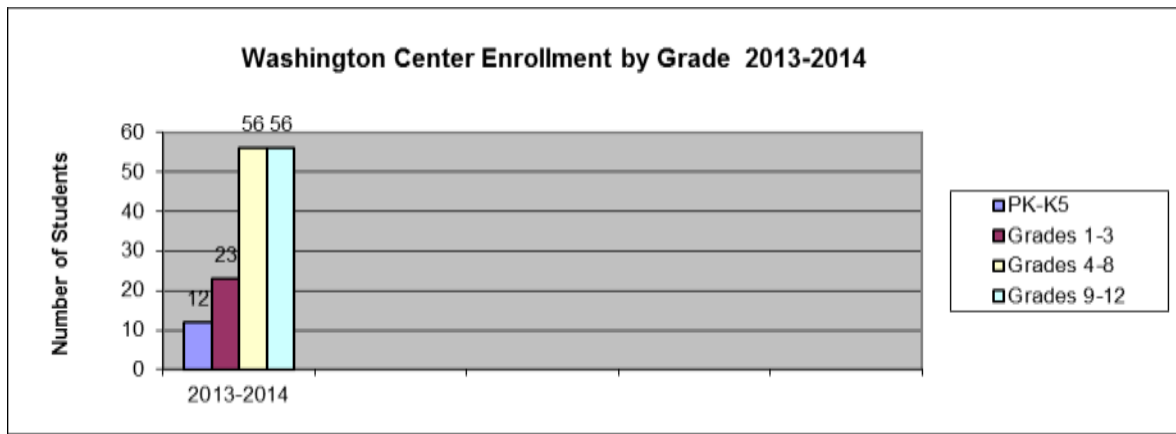
The following graph illustrates the number of students currently receiving homebound instruction. Most homebound students are medically fragile, and in all instances a doctor’s statement is required for initiation of services at home. Currently, 15 students are receiving homebound services.



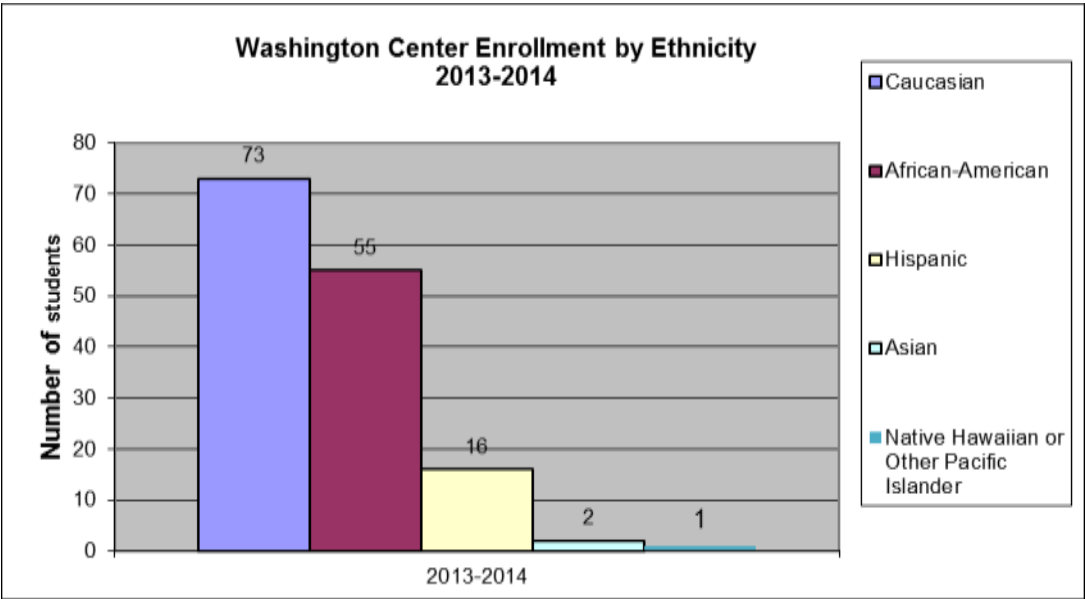
In the late 1990’s, the Washington Center population declined as a result of district efforts to implement Least Restrictive Environment. However, since that time, enrollment has increased, as has the overall enrollment in Greenville County Schools. The following graph shows student enrollment at Washington Center for the 2013 – 2014 school year.



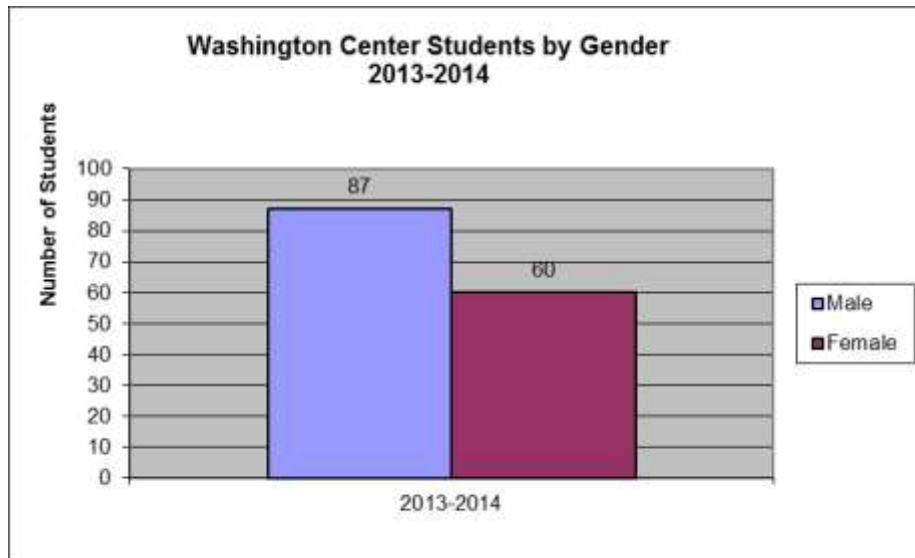
Washington Center students are grouped for instruction primarily based on ability levels and age. Students with disabilities, however, are eligible for educational services until they are 21 years of age. Thus grade assignments are somewhat skewed toward the upper grades. After tenth grade, students are recorded as eleventh graders until age twenty-one when they reach the year of “Certificate of Attendance” dismissal. The following chart depicts enrollment by grade during the current 2013 – 2014 school year.



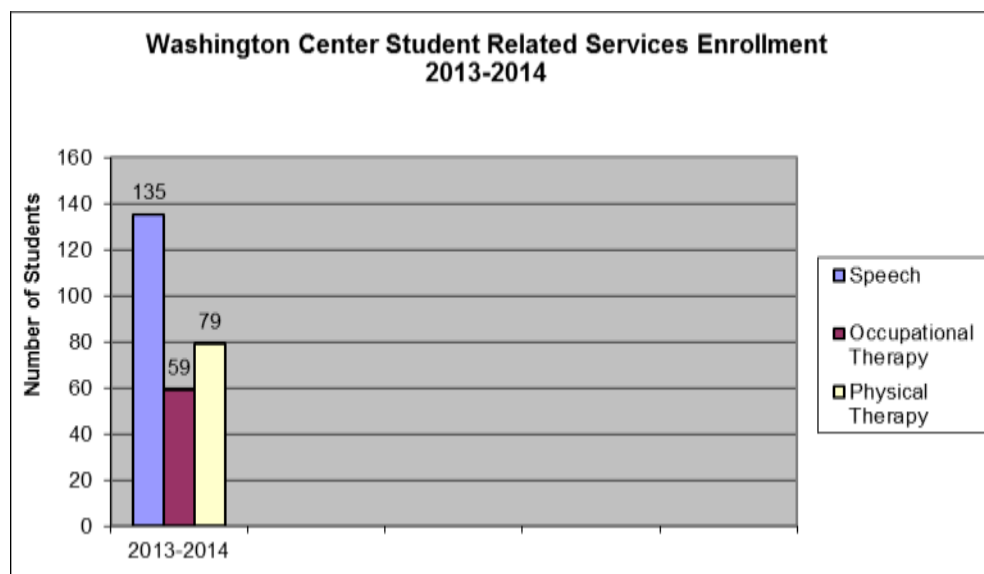
This year Washington Center students’ ethnicity is as follows: 50% Caucasian, 37% African American, 11% Hispanic, 1% Asian, and 1% Native Hawaiian or Other Pacific Islander. This is reflected in the chart below. Most families report one home language, however, 16 Washington Center students come from homes where Spanish is the primary language. With few exceptions, Washington Center students are functionally non-verbal, and as a result are highly reliant upon augmentative communication devices or systems.



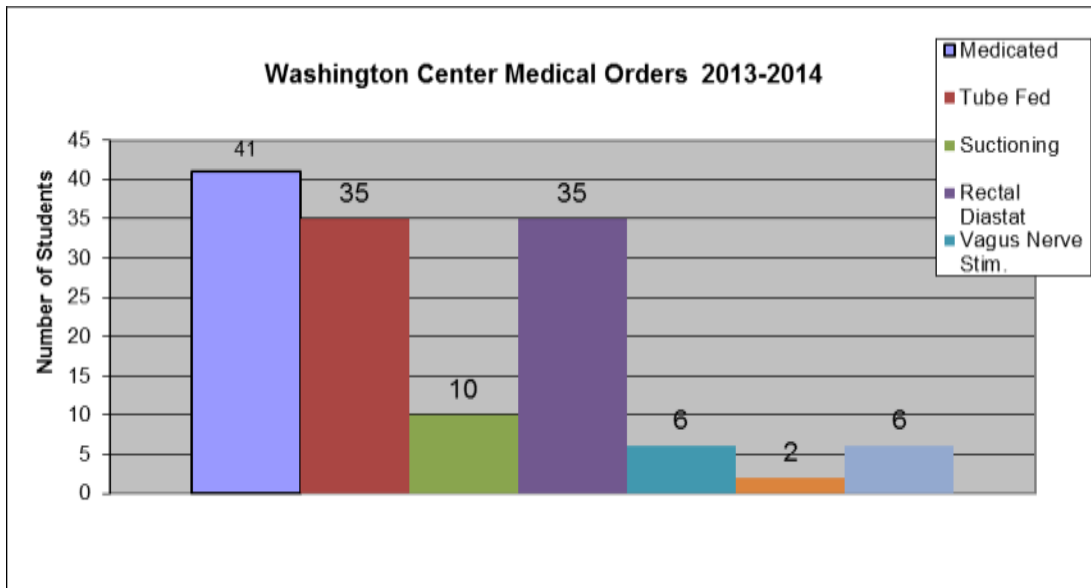
The ethnicity data is generally consistent with overall district enrollment in Greenville County Schools. The increase in Hispanic student enrollment is the result of the significant influx of Hispanic families in the Greenville area in recent years. Census figures from 2012 indicate that 8.5% of Greenville County’s population is Hispanic, somewhat below the percent of Hispanic students at Washington Center (10.9).



Washington Center currently serves fewer females than males. This finding is consistent with research that indicates males outnumber females in categories of intellectual and developmental disabilities (American Association on Intellectual and Developmental Disabilities 2008).



In terms of related services, Washington Center serves 135 students in Speech, while 59 receive Occupational Therapy and 79 Physical Therapy.

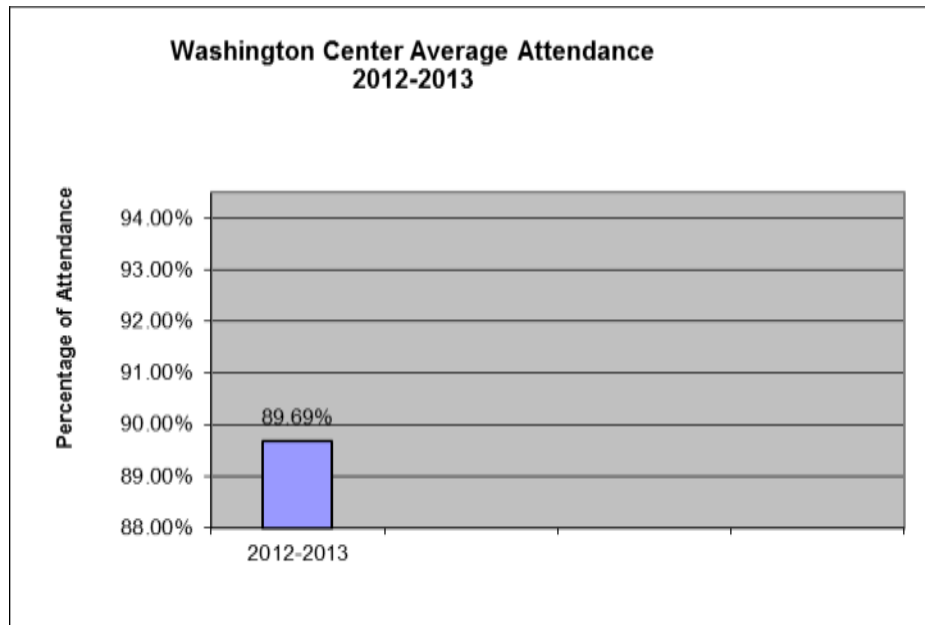


Due to the extreme and complex health issues of Washington Center students, on-site nursing services are required. Nurses coordinate classroom medical procedures and provide multiple services at both school campuses. The graph above reflects the number of students who receive specific medical procedures, all of which require a physician's order. The staff receives training in many medical procedures as described in the Teacher and Administrator Quality section of Data Analysis and Needs Assessment.

Washington Center students are served daily meals based on free, reduced, or full pay lunch status. Thirty-five tube feedings are conducted each day, replacing cafeteria meals for specified students. Parents of students who receive tube feedings do not apply for subsidized meals.

Attendance and Mobility

The medical fragility of Washington Center's population impacts the attendance rate. Some students have a high number of absences due to severe health issues. In 2012 – 2013, there were 140 students enrolled with an average attendance rate of 89.69%, as shown in the following graph.



Washington Center students do not earn a SC State Diploma based on earned Carnegie units, but rather receive a Certificate of Attendance when they exit the school-age program at age 21. Therefore, retention and graduation rates do not apply for Washington Center.

Major Academic and Behavioral Support Features

The Washington Center provides both academic and behavioral support for students. All teachers and therapists have been trained in the Unique Curriculum and subsequently have provided on-site training to paraprofessionals working in their classes. Teachers employ a variety of methods in order to adapt instruction to the specific needs of students. Additionally, speech-language therapists often utilize an integrated model of service delivery, based on the idea that it is important for students to develop skills that can be used in real life settings.

Behavior intervention is provided throughout the year with emphasis being placed upon creating and maintaining instructional environments conducive to good behavior. Safety is primary, and staff members consistently monitor and work to de-escalating potentially explosive situations.

Unique Learning Systems is a curriculum first implemented at Washington Center during the 2013-2014 school year. It is a standards based program specifically designed for students with special needs. Teachers are able to download monthly instructional thematic units, developed for varying age groups from pre-school to transition. The unit plans define three levels of differentiated tasks to accommodate our school's population. Instructional targets within each thematic theme are aligned to Common Core ELA and Math Standards. The ULS curriculum also provides a system for collecting student data throughout the school year. Areas of assessment within the curriculum have been created to accommodate students with differentiated needs.

News-2-You is a weekly online newspaper that connects classrooms to news stories from around the world. The newspaper is formatted with symbols to support students with disabilities. Each week students can listen to or read a current events article and can participate in activities related to recipes, puzzles, jokes, and more. The newspaper is published with four levels, ranging from advanced to simplified, and is aligned with common core standards.

Team Instruction is an approach found throughout Washington Center. Teachers either rotate students or co-teach in order to provide varied instruction. Lessons aligned with Common Core standards incorporate a variety of technology.

Assistive Technology: Washington Center has for many years pioneered in the development and utilization of assistive technology and augmentative communication devices and materials. Additionally, in the last few years, interactive white boards, Promethean Boards or Smart Boards, have been added in every classroom. Teachers and support staff have been trained in the use of the boards so that their use may be effectively integrated into daily instruction. At Washington Center, there is currently an initiative underway to provide iPads for teachers and students, and professional development related to technological innovation is on-going. Washington Center is dedicated to achieving and maintaining 100% technology proficiency by having teachers participate in Intel training, which is updated every five years, and by encouraging attendance at trainings such as the district's summer technology conference.

CPI: Washington Center provides a disciplined and stimulating learning environment for students, and that environment is enhanced by the involvement of parents and volunteers. Student discipline is the responsibility of all Washington Center staff members in collaboration with student families. As Washington Center's enrollment has grown, behavior issues have increased. Students identified with severe behavioral difficulties receive Functional Behavior Assessments (FBA), and based on the findings from those assessments, Behavior Intervention Plans (BIP) are developed and incorporated into the student's IEP. The BIP serves as a blueprint for supporting students when behavior issues arise. Currently, more than 30 Washington Center students require BIPs as part of their instructional plans. Additionally, staff members have been trained and certified in Crisis Prevention Intervention (CPI) techniques, and CPI techniques are implemented throughout the building.

APT: As an extension of CPI, Washington Center has organized an advanced behavior intervention team trained in Applied Physical Training (APT). This 12 member team is made up of paraprofessionals who have completed the district approved program. Members of the team, led by a district specialist, participate in review/practice sessions on a monthly basis.

Supporting Positive Behavior: Washington Center seeks to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, student participation in a variety of activities and recognition for accomplishments have become priorities. Students are taught appropriate behaviors, and classroom procedures are practiced and regularly maintained. Rules are often formatted using pictures and/or symbols which are posted in classrooms and are referenced by teachers. Incidents involving inappropriate behavior are dealt with individually and in accord with student IEPs, best practices, legal regulations and district policy.

MISSION, VISION, BELIEFS

The vision for Washington Center is characterized by the staff's commitment to working with families to provide students with both functional and academic educational experiences. Every effort is made to create a nurturing environment for each student --- one that meets the individual's emotional, social, physical, and instructional needs.

Values and Beliefs

We believe that all Washington Center students can learn and achieve. Our motto is "Those you think cannot... Can!" Although SC-Alt test scores serve as one measure of student achievement, we look for gains, though at times in very small increments, in other areas as well. The staff has collaboratively developed the following set of beliefs regarding Washington Center students:

We believe the students will:

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

Purpose

Washington Center's purpose is to serve students with severe intellectual and physical disabilities who require a non-traditional school where they can receive education and training designed to prepare them to live as functionally as possible with a life of quality. Addressing this goal is a great responsibility. Though this can be a challenging task, the sense of accomplishment that accompanies student growth and independence is unparalleled.

Mission

The mission of Washington Center is to provide opportunities for students to explore and develop potential for independent functioning and community involvement. We provide instructional opportunities aligned with state standards and the common core; and, through home, school, and community involvement, seek to create an educational environment designed to maximize student success.

Shared Vision

Educational goals are inspired by our vision for students, and our mission and purpose are based on our educational beliefs which are reviewed annually. Washington Center is committed to providing:

Functional Curriculum:

- Individualized instruction for every students based on needs which are described in the Individualized Educational Program (IEP);
- A variety of experiences for every student, including Community Based Instruction (CBI) and multi-sensory environments;
- Instruction related to functional and daily living skills directed toward maximizing independence; Age appropriate real life experiences to insure dignity and exposure to opportunities;
- Instruction designed to teach leisure skills and socially acceptable behaviors;
- Access to modified, standards-based academic instruction; and,
- Access to instruction and information through technology.

Quality Personnel:

- Staff trained in instructional technology;
- Staff trained in behavioral intervention techniques, including yearly Crisis Prevention Institute (CPI) training for all staff and monthly Applied Physical Training (APT) sessions;
- Augmentative communication training for staff;
- Guidance and resources to assist in the development of task analyzed objectives designed to meet district and state criteria for appropriate IEP's;
- Support for instruction aligned with state and common core standards;

- Staff training specific to the needs of students with Autism; and,
- Introduction to varying curriculum strategies and options.

Assessment:

- Methods linked to IEP objectives and student functional levels;
- Analysis of SC-Alt score results to determine the effectiveness of standards-based instruction; and,
- Use of Functional Behavior Assessment (FBA) results in planning appropriate and effective intervention strategies.

Environment:

- Encouragement of parental involvement in each student's education;
- Integration of Community Based Instruction (CBI) within school curriculum to promote the student's ability to function in public situations;
- Provision of stimulating curriculum to motivate and encourage student participation;
- Collaboration with related service providers and classroom teachers to develop effective instruction and goals;
- Provision of a safe, instructionally time efficient environment with constant supervision;
- Maintenance of positive atmosphere and effective teamwork school-wide; and
- Community involvement through volunteerism.

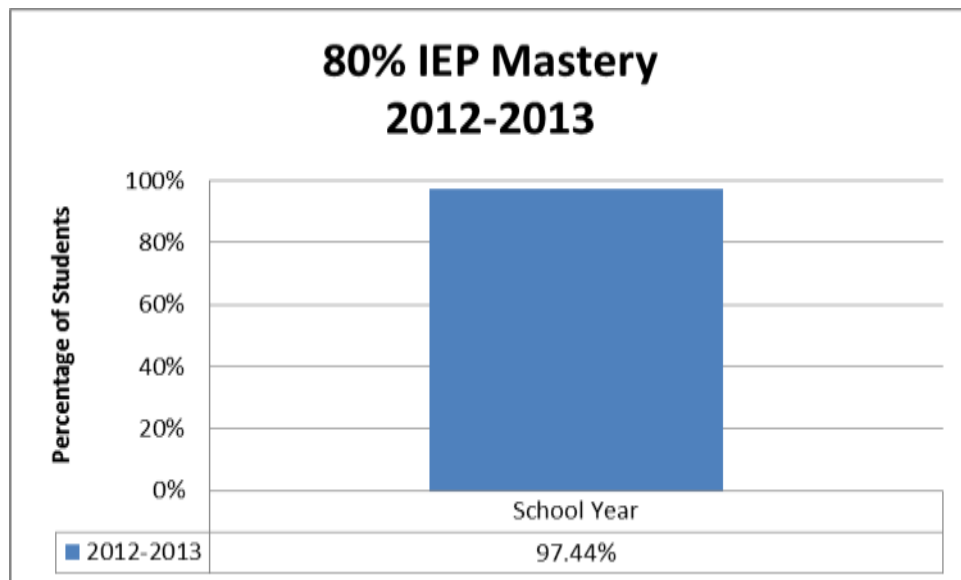
DATA ANALYSIS and NEEDS ASSESSMENT

Student Achievement Results

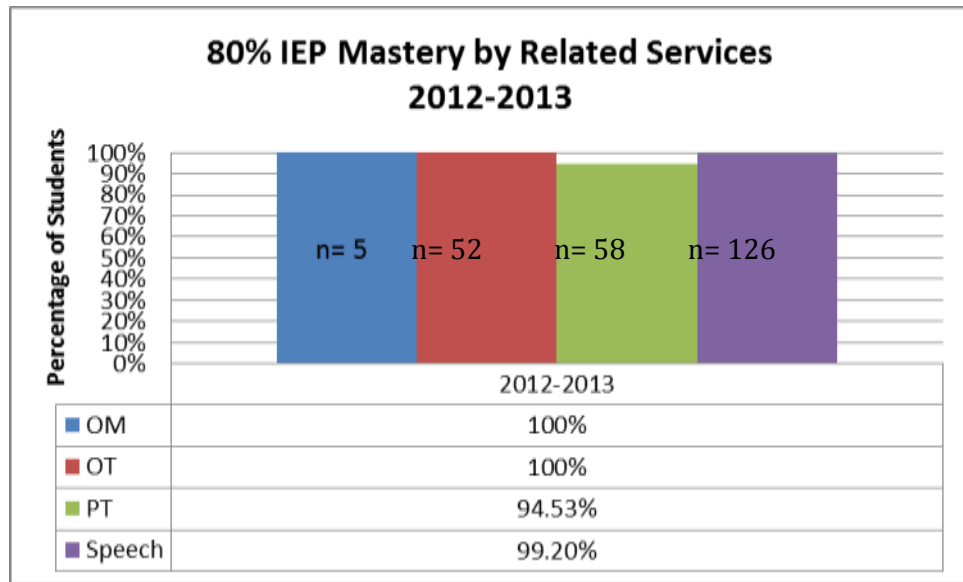
Individualized Education Program (IEP)

Each student has an Individualized Educational Program (IEP), and required quarterly reviews measure improvement. Progress in the areas of communication, self-help, motor and adjustment skills often occurs in small increments, and maintenance of progress is emphasized. Washington Center students are served using a multi-disciplinary approach, and students who qualify, receive support services from Orientation/Mobility, Speech, Occupational and Physical therapists.

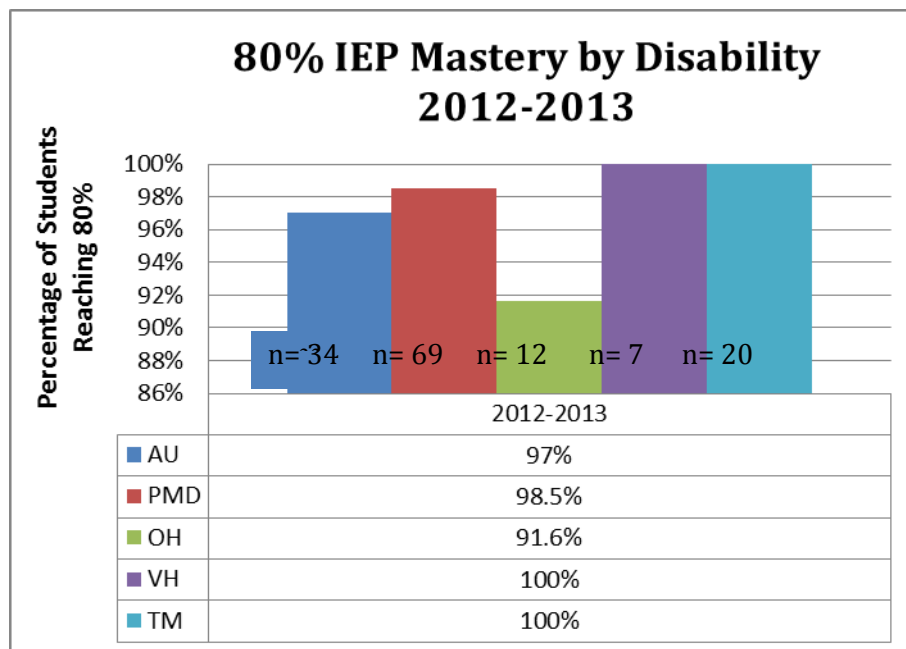
Though standardized academic assessments rarely provide reliable measures of progress for our students, the ELDA assessment is used in a modified version for our Hispanic population, and the SC Alt is administered to students annually in state designated grades. Progress related to IEP goals, developed with input from all members of a student's multidisciplinary team, are considered to be the most accurate measures of student progress. Team members update the IEP objectives quarterly and provide progress report data. Our school-wide student IEP achievement goal is that each year 97% of students will maintain a mastery level of 80% or more on IEP goals.



For the 2012-2013 school year, 97.44% of students mastered at least 80% of their IEP goals.



The graph above illustrates the IEP goal mastery results for related services for the 2012-2013 school year. Students achieved mastery of 100% of Orientation/Mobility and Occupational Therapy goals, 99.2% of Speech Therapy goals, and 94.53% of Physical Therapy goals.

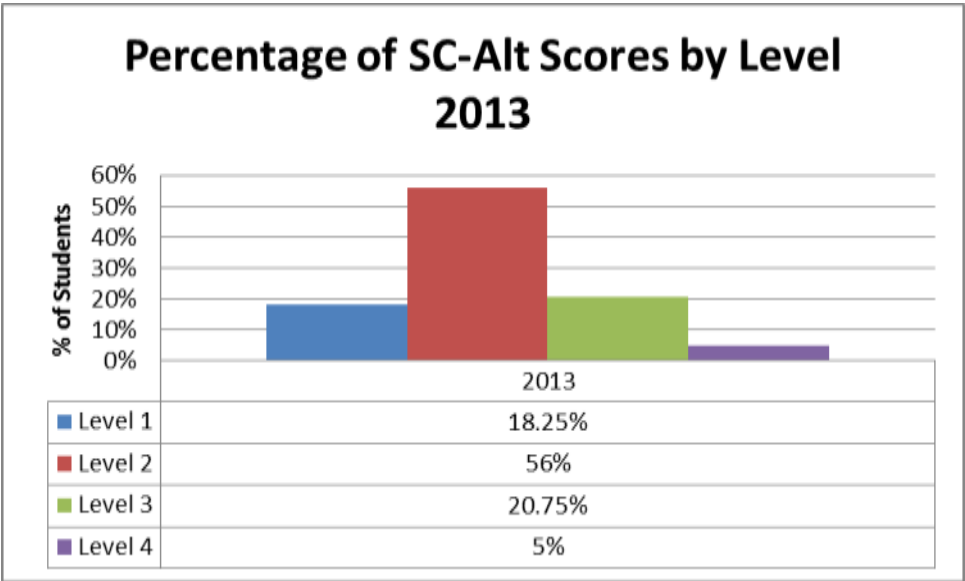


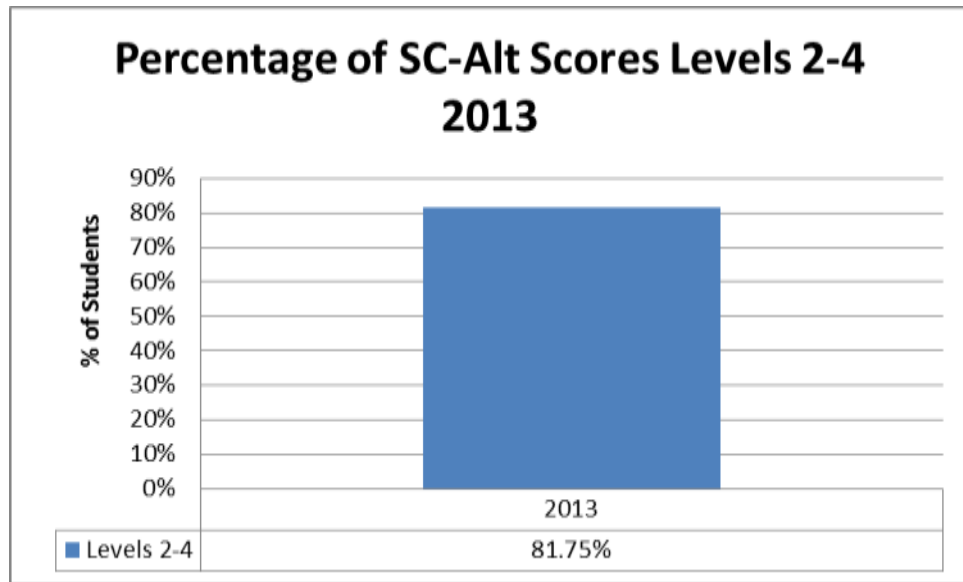
Data were also analyzed to determine the mastery percentage of students by disability category. For students classified as profoundly mentally disabled, 69 achieved at least 80% mastery on their IEP goals. Thirty-four students classified as Autistic achieved at least 80% of IEP goal mastery, as did

twenty students classified as Trainable Mentally Disabled. Twelve students classified as Orthopedically Handicapped and seven classified as Vision Handicapped achieved at least 80% mastery.

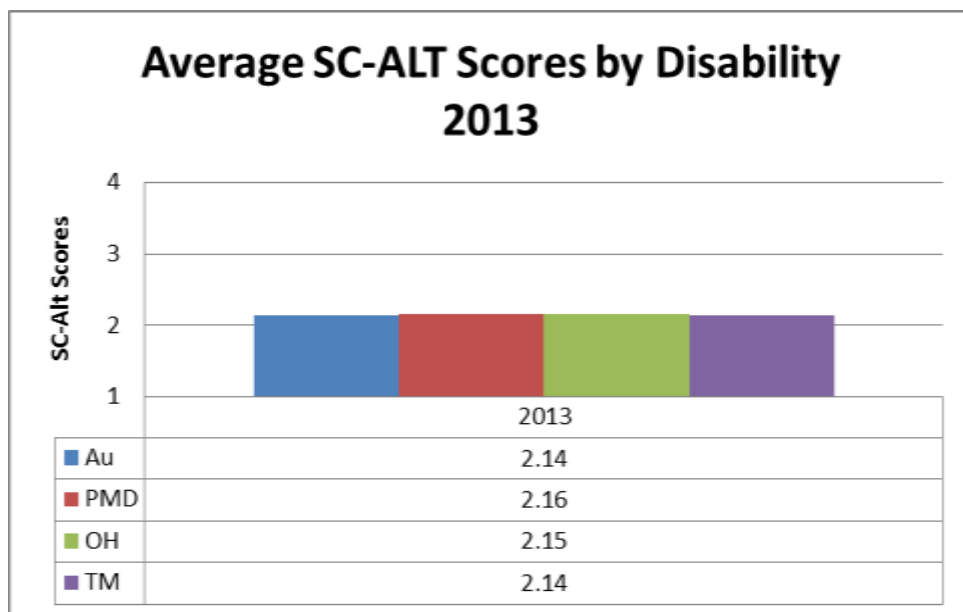
Student Achievement Results: South Carolina Alternate Assessment (SC-Alt)

The South Carolina Alternative Assessment (SC-Alt) is given to students with significant cognitive disabilities when it is determined that traditional testing is not suitable. Students are assessed in four subject areas: English Language Arts (ELA), Math, Social Studies, and Science. Scores on the SC-Alt fall into four achievement levels corresponding to PASS’s scoring categories: Below Basic (Level 1), Basic (Level 2), Proficient (Level 3) and Exemplary (Level 4). Washington Center’s goal is to advance students past the Level 1 category. From the 2013-14 school year to the 2017-18 school year, 81.5% or more of students will score Level 2 and above on the South Carolina Alternate Assessment. In 2013, 56% of tested Washington Center students scored at level 2, indicating the presence of “foundational level” skills. Increasing academic skills (level 3) were indicated by 20.75% of students and 5% of Washington Center students were able to demonstrate and apply academic skills and competencies in a level 4 range.

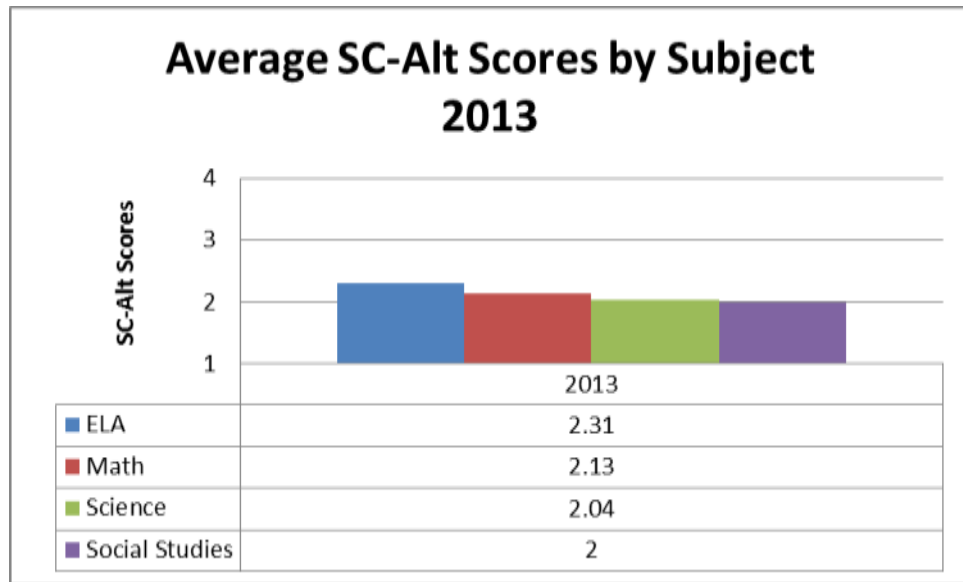




. The graph above shows a combined percentage of 81.75% for levels two, three, and four.



The graph above displays average SC-Alternate scores by disability from the 2013 assessment. Little variation is noted in scores based on special education classification.



The above graph illustrates average SC-Alternate scores by subject from the 2013 assessment. As evidenced, students scored highest in English Language Arts (ELA), followed by Math, Science, and Social Studies.

School Student Achievement Challenges and Related Goals (Needs Assessment):

The IEP objective for the 2012-2013 school year was for 90% of students to master 80% or more of their IEP goals. The results show that our students exceeded that objective, with 97% of students meeting the designated criteria.

This year Washington Center has implemented The Unique Learning Curriculum which is expected to contribute to higher levels of skill mastery, hopefully to be reflected in SC-Alt performances and IEP goal mastery. The Unique Curriculum provides instruction align with the common core and with state standards, and it includes activities directed toward functional and communication skills.

Our annual objective for student learning and achievement was that 50% or more of students participating in the SC-ALT ELA and Math would score level 2 and above. Both ELA and Math surpassed the 2012-2013 school year goal. For 2014, a maintenance goal has been established for both ELA and Math.

Teacher and Administrator Quality

The Washington Center faculty and staff participate in on-going professional development. Each year, the administrators and specialized staff assess professional development needs; and, based on this assessment, generate a plan for training and skill development. Washington Center's professional development in recent years has focused on: medical issues, feeding, lifting and positioning, due process, testing, instructional strategies, standards based instruction, Crisis Prevention Intervention (CPI), Applied Physical Training(APT), positive behavior, webpage development, technology and assistive technology, and PAS-T. These workshops have contributed to the quality of services provided for Washington Center students.

Unique Curriculum: For some time district officials, principals, and teachers have discussed the need for a consistent curriculum for students with disabilities. After months of observation, data analysis, and research, Greenville County Schools chose the Unique Curriculum to provide instruction that could address common core objectives, daily living skills, communication, and social and emotional development. An assessment tool is also a part of the curriculum. During summer 2013, a group of Greenville County special education teachers were trained to utilize the new curriculum which provides teachers with a set of monthly lesson plans. Lessons can be adapted for student age and ability levels, and they include arts and craft activities, snack preparation, songs, News2You current events, and videos to support the curriculum.

Online Data Collection: In the fall of 2013, teachers were trained in the use of online data collection using the datatracking.org system. Currently each teacher is responsible for keeping daily quantitative data related to individual student performance. Data collection is to be uniform, comparable and consistent for each student at Washington Center.

Medical: Staff development related to medical conditions and procedures is required for all employees, including bus drivers and adult riders. Students for whom any type of medical procedure is prescribed are required to have specific, individualized protocols. At the beginning of each school year, nursing staff members conduct training related to emergency responses and procedures, tube feeding, types of seizures, and appropriate responses to both major and minor medical events. More in-depth training is provided subsequently in classes where there are students who may require specific procedures such as: tube feeding, Diastat, VNS, suctioning, Epi-pen and/or asthma inhalers. There is

also a ten member emergency response team that is trained and must recertify every two years for CPR, AED and First Aid. The team members participate in both table-top and actual drills on a regular basis throughout the school year.

OT/PT Training for New Staff: As each new school year begins, OT staff provides orientation in the areas of feeding safety and sensory integration. Feeding safety includes positioning techniques and utilization of adaptive equipment. Sensory integration incorporates use of the treadmill and weight machine for bilateral and proprioceptive input. Additionally, PT staff conducts a Lifting and Transferring in-service which reviews proper techniques to use when moving students in and out of adaptive equipment. Training in OT and PT procedures is required for new staff and a refresher is required for veteran personnel.

SC-ALT: SC-Alt initial training is a full day session mandated and conducted by the State Department of Education. This session provides details about the test and opportunities to practice administration. Annual district refresher training for all testing administrators is a two hour session conducted after school. The training provides an overview of assessment updates and outlines test distribution and return policies for the district. The District Test Administrator for Alternate Assessment is housed at Washington Center and is available for questions and guidance from participating teachers district-wide. Students in Grades 3 through 8 and those who are 15 years old by September 1 are evaluated using the SC Alternate Assessment.

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). After the initial evaluation, students are evaluated every three years. For purposes of both initial evaluation and reevaluation, data is gathered from staff members, school psychologist, Program Facilitator, parents and other service providers who have information that might be relevant to educational planning for a specific student. Annually, at a scheduled meeting, an Individualized Education Program (IEP) is developed for the next school year, and training for annual reviews is provided at Washington Center by the Program Facilitator. IEP goals are developed covering academic, adaptive, achievement, social/ behavioral/ emotional, and if appropriate, communication domains. Transition goals are generated for students 13 years of age and older. IEP teams engage in transition planning, present levels of performance review, consideration of needed accommodations and modifications,

goal progress evaluation, and new goal development. Additionally, specialized instruction and related services are discussed. The team must address participation in testing, Extended School Year, and any other factors related to placement of a student in the least restrictive environment.

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

Safety Training: All employees are required to view the mandatory safety training videos which are provided on the Greenville County Schools Portal, as well as one other that is more specific to the needs of students at Washington Center. Videos cover the following topics: FERPA; Blood Borne Pathogens Exposure/Prevention; Greenville County Schools Code of Ethics; Slips, Trips, and Falls; Sexual Harassment; Hazard Communications; Right to Know; Back Injury and Lifting; General Safety; First Aid; Energy Conservation; Sexual Misconduct; Medication Administration; Diastat Administration; and Health Emergencies. A Certificate of Completion is provided for the employee. Washington Center has compiled a specifically designed School Safety Manual which all staff are required to review yearly. The Safety Administrator may assign additional Safe School courses following an employee accident or injury.

PAS-T Training: Washington Center teachers are evaluated using the PAS-T Evaluation (Performance Assessment System for Teachers). Teachers are required to demonstrate both instructional skills and professionalism and to upgrade skills through participation in professional development. Teachers are issued PAS-T notebooks and administrators provide review training directed toward completing portfolios. Deadlines are established and each teacher is placed on a step of the five year cycle. Formal feedback is provided for all teachers in Cycle 5.

Teachers are directed to complete three peer observations a year--two in the fall and one during the spring. An observation form to be completed and placed in the PAS-T notebook is designed to elicit reflection regarding how other classes are conducted, the variance in student needs, and strategies for applying novel instructional methods. New teachers are given intensive assistance in policies and

procedures required by the district, in addition to ones that are specific to Washington Center. Also, new teachers attend district training for PAS-T, and mentors are assigned to beginning teachers.

Book Study: This year at Washington Center, teachers had an opportunity to participate in a book study for which they earned in-service points. The book, A Framework for Understanding Poverty, gave teachers a greater understanding of the family life children in poverty face in today's society. The participants took turns presenting chapters in the book through power point, discussion, role play, and sharing past experiences.

Professional Development Plan Planning Year: 2013-2014

Action	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Beginning of Year Staff Training: Handbook and policy reviews, Medical and Therapy training			14									
Web page instruction/creation			Scheduled for new faculty through Media Specialist & internet instruction and as needed									
PAS-T Training/ Observations/ Mentoring				Observations shared per semester by Principal/ AA Faculty Review 09/4/13								
CPR (Medical Team) & Drills			refresher	Drill	Scheduled quarterly							
CPI (Refresher and as provided by district)			15	Scheduled by district as needed for new employees								
APT Refresher (Applied Physical Training)			20 full day training	p r a c	Prac	prac		prac	prac	prac	prac	Prac
Medical Procedures Training (provided for staff serving appropriate students)			14 Staff	Scheduled as needed and for new employees								
VNS Training			Classroom Instruction		28							
SC-Alt Training								15 Initial Region	24 25 26			
INTEL Teach to the Future (as provided by district)	Scheduled by staff through district											

Action	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
New Teacher Workshop/ Training			27	Mentor meet	Mentor meet	Mentor meet	Mentor meet	Mentor meet	Mentor meet	Mentor meet	Admin/ Mentor Meet	End of year mtg
Unique Curriculum Training	25 26 27		7 Full day session	Admin Review/ training	Instructional Strategies shared during Faculty Meetings							
Safety Training in school and via internet			Portal	Due date 16 Faculty Mtgs	New employee updates/ completions							
Technology Training				24 Docum				Prome Board Comm	Virtual Field Trip 5			
School Strategic Plan Teams				24 Docum	9 23	13 20	11	12 19	12	12		
Instructional Strategies/ Standards-Based Instruction / Unique				11 25	2 16	6 20	4	15	5 19	5 19	2 16	7 21
Annual Review Training			train	4 18					25			
Summer Academy/ Technology Conference		District Scheduled			train							
Book Study: A Framework for Understanding Poverty					2 16	20	4					
Integrating Communication by Speech Therapists								23				

Professional Development Plan **Planning Year:** 2014-2015

Action	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Beginning of Year Staff Training: Handbook and policy reviews, Medical and Therapy training												
Web page instruction/creation			Scheduled for new faculty through Media Specialist & internet instruction and as needed									
PAS-T Training/ Observations Mentoring				Observations shared per semester by Principal/ AA								
CPR (Medical Team) & Drills			refresh	Drill #1-	Scheduled quarterly							
CPI (Refresher and as provided by district)			refresh	Scheduled by district as needed for new employees								
APT Refresher (Applied Physical Training)			full day training	prac	practi	practi		practi	practi	practi	practi	Practic
Medical Procedures Training (provided for staff serving appropriate students)			Staff Train-ing	Scheduled as needed and for new employees								
VNS Training			Classr instruct	Scheduled as needed and for new employees								
SC-Alt Training								Initial Region Trainin g	Refresh Training			
INTEL Teach to the Future (as provided by district)	Scheduled by staff through district											

Action	June	July	Aug	Sept	Oct	Nov	De	Ja n	Feb	Ma r	Apr	May
New Teacher Workshop/ Training			Mentor/Ad min Mtg	Monthly Mentor mtgs	Month Mentor mtgs	Monthly Mentor mtgs	Month Mento rmtgs	Month lMent or mtgs	Month Mentor mtgs	Month Mento mtgs	Month Mentor mtgs	EOY mtg
Unique Curriculum Training			Full day session	As needed	Train during Faculty Mtgs	Train during Faculty Mtgs	Train Facu Mtgs	Train Facul Mtgs	Train during Faculty Mtgs	Train Facul Mtgs	Train during Faculty Mtgs	Train during Faculty Mtgs
Safety Training in school and via internet			Portal	Train during Faculty Mtgs								
Technology Training				Portal								
School Strategic Plan Teams				Chair plan	Monthly meetings 4 th Wednesday or each month							
Instructional Strategies/ Standards-Based Instruction / Unique				Instructional strategies shared during Faculty Meetings								
Annual Review Training			Train						Train			
Learning Focused Training			Train									
Eyes Wide-Open Poverty			13									
SC Assessment of School Administration	15-18											

Summer Academy/ Technology Conference		District Scheduled		train							
Julie Valentine Child Abuse Seminar				Plan							

ACTION PLAN

School Climate Needs Assessment

School Environment Supportive of Learning Involving the Community

Washington Center's program is unique and we welcome the input of volunteers whom we believe gain from our students in equal measure to the services they provide. Students are exposed to real world information from volunteers, and they often learn skills they can put into practice in the community. Partners and volunteers, who come from business, civic and educational organizations, as well as from the community at large, respond positively to their experiences with Washington Center students.

Individuals associated with groups such as SC Dog Therapy, Christ Church School, Riverside High School, Furman and Clemson Universities, and Greenville Technological College School of Nursing contribute positively to the Washington Center program. By opening the Washington Center doors to community members, we are working to dissuade any stigma associated with students with severe disabilities, and in that way to provide a community service of our own.

Each year, Washington Center partners with Furman University, Clemson University, Greenville Technical College, and USC Upstate to provide practicum and student teaching placements, as well as observational opportunities for college students from varying fields. During their time at Washington Center, students learn job-specific skills by observing and interacting with students and staff.

Some of our yearly events that benefit from volunteer assistance are: Special Olympics, Challenge Day, Valentine's Day Pageant, Boo in the School, Craft Day, Walk and Roll, Christmas Program, and Community Day. Volunteers give their time and talents to make these events meaningful and accessible for our students.

Community Day provides all the students in our school a chance to interact with and learn about different 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 all participated in this event last spring.

SC Dog Therapy volunteers provide a unique hands-on opportunity for students to interact with dogs in the school environment. Volunteers and their dogs come and visit classrooms once a month, giving students a chance to interact with trained pets.

Christ Church Episcopal School's 8th grade students serve as Reading Buddies. These students volunteer as part of a Service Learning Project and come weekly from November through April to read with Washington Center students. During this time, augmentative communication devices are used to help read stories or facilitate communication among students. These 8th graders are also peer helpers during Washington Center's "Boo in the School" event. They arrive in costume and help their assigned Washington Center friend trick-or-treat. In February, approximately 20 students assisted with the Washington Center Valentine Pageant and Dance. They were responsible for escorting Washington Center students on the red carpet and interacting during the dance that followed. They also assisted during the school's annual Christmas party.

Washington Center students participate in the Bob Jones Challenge Day in the fall of each year. Approximately 450 student volunteers from Bob Jones University plan and organize a day when Washington Center students take part in a variety of outside activities. Later in the year, Washington Center students travel to Furman University for the county-wide Special Olympics. Approximately 180 students from Riverside High School have a pre-visit to Washington Center in order to meet their assigned athletes. These high school students then accompany the Washington Center students to Furman to assist during this spring event.

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

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

Washington Center's PTA is active, and they begin the year by hosting a "Meet Your Teacher" afternoon, giving parents an opportunity to see the school. Information concerning PTA and upcoming events is also shared. The PTA decorates the school for Christmas, and PTA members work throughout the year to raise funds to sponsor teacher grants. The PTA's biggest fundraiser is the annual Washington Center "Walk & Roll", held in April of each year. A news anchor from a local affiliate donates her time to serve as the Grand Marshall for this event which serves to raise community awareness of Washington Center as the district's school for students with special needs and to generate money for various projects.

Parents, who are able to volunteer, help in classrooms by creating bulletin board displays, serving on the PTA Board and chaperoning community trips. Many of our parents attend the Bob Jones Challenge Day and the Furman Special Olympics. Parents, who because of distance, jobs, or demands of caring for a special needs child are unable to volunteer at school, help out by sending special treats for Teacher Appreciation Week and "Boo in the School" or by raising money through PTA membership, buying/selling Honey Baked Ham certificates, sponsoring and recruiting donors for the Walk and Roll, and/or attending special events such as Family Night, Thanksgiving lunch and the Valentine's Pageant.

In addition to having volunteers come and work with students at Washington Center, Washington Center students go out into the community for "Community Based Instruction". Students have visited with residents of Cascades Verdae Retirement Community and delivered hot meals to seniors with Meals on Wheels. They have also collected materials to donate to The Greenville Humane Society and food to give to the Loaves and Fishes Food Bank. This year Daily Living classes are helping to prepare "backpacks" of food to be sent home for the weekend with children in a neighboring school whose families might not have enough to eat. Other types of experiences that involve Washington Center students in the community include Swim Therapy at Furman University, Horse Therapy at Whispering Pines, Roper Science Center visits and Virtual Field Trips.

Faculty members, therapists, and administrators create and maintain personal pages for Washington Center's website. Each week a selected teacher contributes photos and articles to the front page of the school web page and often local media highlight special achievements and activities. The school website provides links to recent photos, handbooks, and weekly menus; and, the quarterly newsletter,

The Seagull Express, provide pertinent school information in English and Spanish. Teachers communicate with parents using email, and the principal routinely emails updates and information to the staff. Classroom telephones provide parent/teacher access, and the School Messenger Service provides phone call notification to parents for school related events on a weekly basis.

Our current Business Partnerships include:

- Five local Knights of Columbus councils: donations for instructional materials
- Operation Hope: money for physical therapy equipment (M.O.V.E.).
- Carolina First Bank and Chic-Fil-A: Special Olympic T-Shirts
- Klaver Klub: Sponsor Donation Walk & Roll, Christmas gifts for students, assistance during Family Night, Boo in the School and Walk & Roll, PTA memberships
- Krispy Kreme: Doughnuts for staff
- Christ Church School: Reading Buddies, volunteer at various school activities, and donate art supplies for Craft Day
- Furman Service Corps: Sponsored Christmas gifts
- United Way
- Greenville Pediatric Dentistry: “Boo in the School” treats and volunteers
- Macy’s Grants: Communication, positioning equipment, iPads
- Walk and Roll Donors: Corporate and individual donors
- GE Engineers: Science Fair Judges
- Walmart: Swings for the Playground
- Ladies of Infinity Society: “Boo in the School” treats and volunteers
- Whispering Pines Equestrian Center – Horse therapy
- Greenville Hospital System- Physicals for Special Olympics
- General Electric – Judges for Science Fair
- Children’s Clinic Staff
- American Advertising Federation- Promotion for Walk & Roll

School Safety and Security

The addition of interior cameras during the summer of 2013 has increased safety awareness and accountability for all students and staff. With funding by Special Education Services, 70 video cameras were installed in every instructional room and campus hallway. The installation consisted of 54 cameras at Washington Center and 16 cameras at Washington Center @ Hollis. The videos can be viewed at any time to observe and document the school day. If there has been a classroom incident, the cameras will be valuable in viewing the occurrence. In addition to the interior cameras, there are also four cameras that scan the exterior of the building, contributing to the security of the campus as a whole.

Discussion of 2012-2013 Survey Results

In relation to the 2012-2013 ESEA/Federal Accountability System for reporting school progress, the overall weighted points for Washington Center was 95 which converts to a grade of “A”, indicating our performance meets the state’s expectations. State ESEA website:

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301902>

2012-2013 Report Card Survey Responses from Parents and Staff yielded the following information:

- 12 Parent Responses were received for analysis. Not all participants answered all the questions in the survey; however, the following items were recorded as the highest scores:
 - My child’s school is kept neat and clean (83.3% strongly agree, 16.7% agree)
 - My child’s teachers care about my child as an individual (83.3% strongly agree, 8.3% agree)
 - My child’s teacher encourages my child to learn (75% strongly agree, 25% agree)
 - I am satisfied with the learning environment at my child’s school (72.7% strongly agree, 27.3% agree)
- The following were recorded as the lowest scores in the Parent Survey:
 - My child’s teachers invite me to visit my child’s classroom during the school day (0% strongly disagree, 16.7% disagree)

- My child's school has high expectation for student learning (0% strongly disagree, 8.3% disagree)
 - My child's teachers tell me how I can help my child learn (0% strongly disagree, 8.3% disagree)
 - My child's school schedules activities at times that I can attend (0% strongly disagree, 8.3% disagree)
- 19 Teacher Responses were received for analysis. The following items were recorded as the highest scores:
 - The School Administration has high expectations for teacher performance (100% agree)
 - Teachers at my school effectively implement the State Curriculum Standards (94.7% agree, 5.3% mostly agree)
 - The hallways at my school are kept clean (94.7% agree, 5.3% mostly agree)
 - The bathrooms at my school are kept clean (94.7% agree, 5.3% mostly agree)
 - The following items were recorded as the lowest scores in the Teacher Survey:
 - Parents participate as volunteer helpers in the school or classroom (10.5% disagree, 15.8% mostly disagree)
 - Parents at my school are interested in their child's schoolwork (15.8% mostly disagree)
 - There is a sufficient amount of classroom time allocated to instruction in essential skills (11.1% disagree, 5.3% mostly disagree)

Overall school climate indicators reveal 50 of 55 survey questions scored 85% and above as favorable (agree/mostly agree) in the Teacher Survey.

Student Surveys were not applicable to our setting due to the intellectual severity of our population, and Washington Center does not receive State Report Card ratings. .

ACTION PLAN
SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

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

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18 school years, 83% of students or more will score at Levels 2-4 on the SC Alternate ELA assessment.

ANNUAL OBJECTIVE: During the 2013-14 school year, 83% or more of students tested will score Levels 2-4 on the SC Alt ELA assessment.

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1. Train staff in the use and implementation of SC-Alt procedures	1/14-2/14	SC Department of Education, SC-Alt District Test Coordinator	No Cost to School	Special Education Services and SC Department of Education	Training Agenda, roster of attendees, evaluation comments.
2. PAS-T quarterly requirements of 4 standards per subject area for all instructional staff	10/25/13 1/16/14 3/26/14 6/05/14	Principal and Administrative Assistant	No cost to school	NA	PAS-T evaluation and portfolio reviews
3. Require standards listing on weekly lesson plans	Weekly: 8/26/13- 6/5/14	Principal and Administrative Assistant	No cost to school	NA	Evidence of listings
4. Represent school on state sponsored alternate assessment committees					
a. Represent school & district on committees	11/19/13	DTC-Alt	No cost to school	State Department of Education	Record of meeting attendance
b. Participate in new assessment development/pilot testing	04/14- 05/14	DTC-Alt, Teachers	No cost to school	State Department of Education	Record of participation
5. Provide technology & training to enhance standards-based instruction	08/13- 06/14	Principal, DTC-Alt	\$2,114.00 District funds for iPads and \$141.61 for cases for new iPads, funded	General Funds, PMD, Communication, Donations	Record of purchases, use

			through a grant from Macy's		
6. Provide information for Common Core Standards	08/13-06/14	Administration	No cost to school	NA	Discussion of Common Core Standards during Faculty Meetings and resources shared
7. Train staff to utilize new Unique Curriculum	6/25-26/13 & 8/7/13	Administration with Committee of 5 Teachers	Funded by Special Education Services	Special Education Services	Analysis of strategies viable for our students and shared at Faculty Meeting

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18 school years, 83% of students will score at Levels 2-4 on the SC Alt Math assessment.

ANNUAL OBJECTIVE: During the 2013-14 school year, 87% of students will score in SC-Alt Levels 2-4 in the subject area of Math.

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
8. Train staff in the use and implementation of SC-Alt procedures	1/14-2/14	SC Department of Education, SC-Alt District Test Coordinator	No Cost to School	Special Education Services and SC Department of Education	Training Agenda, roster of attendees, evaluation comments.
9. PAS-T quarterly requirements of 4 standards per subject area for all instructional staff	10/25/13 1/16/14 3/26/14 6/05/14	Principal and Administrative Assistant	No cost to school	NA	PAS-T evaluation and portfolio reviews
10. Require standards to be listed on weekly lesson plans	Weekly: 8/26/13- 6/5/14	Principal and Administrative Assistant	No cost to school	NA	Evidence of listings
11. Represent school in state sponsored alternate assessment committees					
c. Represent school & district on committees	11/19/13	DTC-Alt	No cost to school	State Department of Education	Record of meeting attendance
d. Participate in new assessment development/pilot testing	04/14- 05/14	DTC-Alt, Teachers	No cost to school	State Department of Education	Record of participation
12. Provide technology & training to enhance standards-based instruction	08/13- 06/14	Principal, DTC-Alt	\$2,114.00 District funds for iPads and \$141.61 for cases for new iPads, funded	General Funds, PMD, Communication, Donations	Record of purchases, use

			through a grant from Macy's		
13. Provide information for Common Core Standards	08/13-06/14	Administration	No cost to school	NA	Discussion of Common Core Standards during Faculty Meetings and resources shared
14. Train staff and utilize Unique curriculum	6/25-26/13 & 8/7/13	Administration with Committee of 5 Teachers	Funded by Special Education Services	Special Education Services	Analysis of strategies viable for our students and shared at Faculty Meeting

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18 school years, 95% percent of the students will maintain a mastery level of 80% or more on IEP goals.

ANNUAL OBJECTIVE: During the 2013-14 school year, 95% of students will demonstrate a mastery level of 80% or more on IEP goal mastery.

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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95%	95%	95%				
Actual Performance	95%	96%					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1. Provide support through progress report reviews, IEP updates.	9/16/13 10/24/13 11/22/13 1/15/14 2/13/14 3/25/14 4/28/14 5/23/14	Administration	No cost to school	NA	Written Feedback
2. Amendment procedures for inappropriate objectives	08/13-03/14	Program Facilitator	No cost to school	NA	Log of Amendment Meetings
3. Due Process annual training	08/16/13 02/25/14	Program Facilitator	No cost to school	Washington Center/Special Education Services	Log of attendees/ Webinar completion verification
4. Provide technology to enhance IEP instruction	08/13-05/14	Principal, Program Facilitator	\$2,256.31 Local funds	IDEA, School District, Special Education Services, Grants	Log of purchases, use
5. Provide technology training: Documentation, Promethean Board, Communication, Virtual Field Trips	09/24/13 01/23/14 01/27/14 02/05/14	Administration, Speech, School District	No cost to school	School District	Log of attendees, use
6. Expand behavior intervention strategies: TEACCH	08/13-06/14	Administration	No cost to school	NA	Use in lesson plans

7. Include all related arts & services in support for IEP instruction	08/22/13-06/06/14	Administration	No cost to school	NA	Student achievement documentation from service teachers
8. Receive training in and implement the Unique curriculum	06/25-06/27/13 08/07/13	Special Education Services	No cost to school	Special Education Services	Use in lesson plans, monthly post-test scores

GOAL AREA 2 – QUALITY PERSONNEL

Ensure quality personnel in all positions.

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

PROFESSIONAL DEVELOPMENT

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18, the Unique curriculum will be implemented in all classrooms (dependent on funding).

ANNUAL OBJECTIVE: During the 2013-14 school year, 100% teachers will receive training and implement the Unique curriculum.

DATA SOURCE(S): Training log, Lesson plan references to Unique, ePAS Observations of Unique Lessons

		Baseline/ Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		100%	100%				
Actual Performance		93%					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
District adaptation and purchase of Unique Curriculum	6/13	Assistant Superintendent: Special Education	No cost to school	Special Education Services	Washington Center use license
Introductory training in Unique Curriculum use	8/13	Administration	No cost to school	Special Education Services	Roster of staff attendance
Lesson Plan inclusion of Unique	8/13	Administration	No cost to school	NA	Lesson plan checklists
Faculty Meeting Presentations	2 nd Wed/month	Principal	No cost to school	NA	Agenda Summaries
Monitoring of Faculty Use	Weekly Lesson Plan Reviews	Principal	No cost to school	NA	Checklist of faculty use

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

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

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

ANNUAL OBJECTIVE: Annually 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 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			100%				
Actual Performance		52%					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
CBI trips (Middle & High School Students)	9/13-5/14	Program Facilitator	No Cost to school	Funded by district	CBI Rosters
Dog Therapy	9/13-5/14 (2 nd Tuesday monthly)	Administrative Assistant	No cost	NA	Schedule of visits, Volunteer sign-in
Swim Therapy at Furman University	9/13-11/14	Program Facilitator/ Teachers	\$500.00	PTA Grant	Student trip rosters
Walk & Roll	4/26/14	PTA Board	Funded by PTA	PTA	Roster of participants, donors
Christ Church Reading Buddies	10/13-5/14 Thursdays	Administrative Assistant	No cost to school	NA	Attendance rosters
Olympic activities	9/13, 4/14	Administration, Adaptive PE Teacher	No cost to school	Cindy Brown	Roster of attendees, schedule, programs
Boo in the School with community volunteers	10/31/13	Halloween Committee	No cost to school	NA	Schedule and Log of attendees
Christmas Activities with community volunteers	12/13	Christmas Committee	No cost to school	NA	Schedule and Log of attendees
Valentine Pageant and Dance with community volunteers and attendees	2/14/14	Valentine Committee	No cost to school	NA	Program and log of attendees
Craft Day with community volunteers and attendees	5/9/14	Craft Day Committee	No cost to school	NA	Schedule, list of sale items, record of sales

Virtual Field Trips	4/14-6/14	Administration, Teachers	Costs varies pending field trip	Funded by school and classroom accounts	Classroom Teacher Unit and weekly lesson plans
Concerts	11/8/13 3/26/14	Administration/ Music Teacher	No cost to school	NA	Programs showing student participation activities
Horse Riding Activities	3/14	Program Facilitator	\$159.00	School Donations	Student Trip Rosters/ Ledgers
Dr. Seuss Parade	3/7/14	Administrator/ PE Teacher	No Cost to School	NA	Documentation of event
Community Day	5/23/14	Community Day Committee	No Cost to school	NA	Schedule, Programs, log of attendees

FIVE YEAR PERFORMANCE GOAL: From 2013-14 through 2017-18, community and staff will be included in school planning through representative committees.

ANNUAL OBJECTIVE: During the 2013-14 school year, SIC and Steering Committees will be established as community, parent and staff mechanisms for school program input.

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				
Actual Performance	Number of meetings: 0	Number of meetings: 0					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
SIC- Organization Meeting	1/21/14	SIC Chair and Principal	\$117	Student Activity Funds (lunch provided at meeting)	Monthly agenda and minutes
	2/18/14	SIC Chair and Principal	No Cost to school	NA	Monthly agenda and minutes

	3/18/14	SIC Chair and Principal	No Cost to school	NA	Monthly agenda and minutes
	4/22/14	SIC Chair and Principal	No Cost to school	NA	Monthly agenda and minutes
	5/20/14	SIC Chair and Principal	No Cost to school	NA	Monthly agenda and minutes
Steering Committee	3 rd Wednesday of month	Principal	No Cost to school	NA	Monthly agenda and minutes
Leadership	Weekly on Mondays	Principal	No Cost to school	NA	Monthly agenda and minutes
PTA Executive Board	Monthly	School Administration	No Cost to school	NA	Agenda and minutes
PTA	3 rd Thursday monthly	School Administration and Teacher Representative	No Cost to school	NA	Agenda and Minutes

Website Links:

2012-13 School Report Card:

<http://ed.sc.gov/data/report-cards/2013/high/c/h2301902.pdf>

2012-13 ESEA (Federal Accountability Rating System): <http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301902>