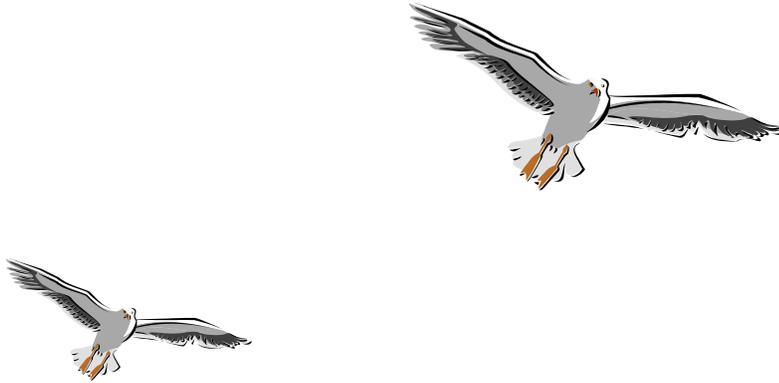


WASHINGTON CENTER
Special Education K-12
Principal: Dr. Penny Rogers



GREENVILLE COUNTY SCHOOL DISTRICT
Superintendent: W. Burke Royster, Ph.D.

Scope of School Action Plan:

2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Washington Center

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (one year)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Keith Kingren		2-26-16
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Penny Rogers		3-21-16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Linda R. Thigpen		2-25-16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 2 Betty Spencer Drive

Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-0250

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	<u>Dr. Penny Rogers</u>
2. TEACHERS	Jean Ashmore Sarah Ashworth Emily Benton Cindy Brown Cathy Bush Billy Chapman Julie Dail Anita Davis * Marisa Davis Katherine Gantt Amy Garbe Virginia Hirschey Jennifer Lancaster Nardia Lloyd Melanie Montemayor Heather Petrusick Elizabeth Piper Keith Powell McKenzie Riley Sharon Russo Kim Skipper Lacoyah Smith Erin Sosebee * Samantha Stansell Sarah Tanner* Brooke Timms* Amanda Wakely Rebecca Williams Madeline Willis
3. PARENT/GUARDIAN	<u>Carla Burkhardt</u>
4. COMMUNITY MEMBER	<u>Ann Poole</u>
5. SCHOOL IMPROVEMENT COUNCIL	Keith Kingren – chair Susie Robison-parent Susan Budd-parent Dee Malone-community member Ann Poole-community member Penny Rogers-admin

Linda Thigpen-admin
 Linda Hill-admin
 Amy Garbe- Secretary/teacher
 Cathy Bush-teacher
 Sharon Russo -teacher
 Julie Dail-teacher
 Gloria Stamps-parent
 Kristy Kingren-parent
 Lara Ceisel-community member

- 6. Read to Succeed Reading Coach Linda R. Thigpen
- 7. School Read to Succeed Literacy Leadership Team Lead Linda R. Thigpen
- 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
 ** Must include the School Read to Succeed Literacy Leadership Team.

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM

<u>POSITION</u>	<u>NAME</u>
Chair	Linda R. Thigpen
Principal	Dr. Penny Rogers
Program Facilitator	Linda Hill
Program Facilitator – Hollis	Barbara Bingham
Teacher	Lacoyah Smith
Paraprofessional	Cala Cater
Teacher	Keith Powell
Media Specialist	Jennifer Lancaster

<u>POSITION</u>	<u>NAME</u>
PTA BOARD MEMBERS	Susie Robinson – President Karen Grindstaff – Co-Vice President Carla Burkhardt – Co-Vice President Susan Budd – Secretary Valerie Allen – Treasurer Sandy McDowell – Membership Gloria Stamps – Ways and Means

STEERING COMMITTEE	Kathy Trout - Secretary
--------------------	-------------------------

Sharon Russo
Angela Jenkins
Julie Dail
Lacoyah Smith
Samantha Stansell
Janet Lage
Penny Rogers – Chair
Barbara Bingham
Linda Thigpen
Heather Herdt
Marisa Davis
Syble Hendricks
Linda Michaels

***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 district 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 district 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 district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

✓ **Innovation**

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

✓ **Collaboration**

The district (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 district 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 district 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 district 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 district 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.



Recruitment

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



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.

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INTRODUCTION

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

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

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

EXECUTIVE SUMMARY

Needs Assessment or Findings for Student Achievement

In the area of student learning, as a result of implementation of the SC-NCSC, the Action Plan goal for 2016 has been revised and a new baseline established. The format and content of the new test different significantly from those of assessment instruments used in previous years, making it impossible to compare results generated by the two tests. A new, yearly three percent increase in the number of students scoring above Level 1 has been set as a goal, mirroring the three percent growth expectation for Student Learning Objectives (SLO). In order to achieve this level of performance, the staff has received training directly related to procedures for administering the alternate assessment and to strategies for making instruction relevant and focused. Members of the faculty have represented the school and district on teams charged with developing and piloting tests for students with severe disabilities and with creating appropriate and meaningful curriculum for this population. In the classroom, teachers have been directed to introduce at least 16 state standards per subject area each year and to address those standards in their weekly lesson plans.

Student achievement at Washington Center is also monitored via IEP goal mastery. The school goal says that for the 2013-2014 school year and continuing through 2017-2018, 95% percent of students will maintain an IEP goal mastery level of 80% or more, as defined for the 5 year rotation of the School Strategic Plan. This goal has been met or exceeded in each of the years beginning with and subsequent to 2013-2014. It is important to show that students are making progress toward mastering skills individually chosen for them and to regularly review and update tasks to be addressed. Additionally, staff members receive regular training and support related to implementation of the Unique curriculum, to compliance with due process procedures, and to integration of technology.

Needs Assessment or Findings for Teacher and Administrator Quality

In the area of teacher/administrator quality, from 2014-2015 through 2017-2018, teachers have the following requirements: observe in at least two colleague's classrooms, obtain 24 hours of professional development, display standards-based bulletin boards, and develop and post monthly parent/information newsletters.

Needs Assessment or Findings for School Climate

In the area of school climate, from 2014-2015 through 2017-2018, the goal is for all classes to participate in community experiences, much like ones enjoyed by typical peers. A separate center placement is chosen for Washington Center students as a result of the severity of their intellectual, and often medical, challenges.

However, the restrictiveness of the placement limits opportunities for interaction with the community at large. Through the use of Community Based Instruction, field trips, school wide events and virtual trips, students are introduced to events and activities beyond a school setting, and community members are given opportunities to meet individuals they otherwise might never know. Special Olympics at Furman, Challenge Day at Bob Jones, Craft Day and Community Day with volunteers and guests, as well as a multitude of other experiences both onsite and away from school are designed to ensure that this goal is achieved.

From 2013-2014 until the end of 2017-2018, community and staff members are to be represented on committees that support the functioning of the school. Monthly meetings held by PTA, SIC and Steering Committee facilitate communication among school, home and community. Both SIC and Steering Committee serve in advisory roles, while PTA provides funding for materials that enrich the curriculum, maintain community based training, and support teachers and staff.

Significant Challenges

Washington Center's curriculum focuses on developing functional communication, academic skills, mobility, and social interaction. These areas are best measured by the student specific IEP goals. The change in ELA and Math alternative assessments to an online format that is academically rigorous has proven to be challenging for students at Washington Center, as reflected by the precipitous drop in student scores. SC-NCSC questions in both ELA and Math are complex and lengthy, lack tangible manipulatives, and are administered on a computer. In contrast, the SC-Alt, given previously, utilized manipulatives and printed materials. In an effort to make the SC-NCSC more appropriate for students with severe intellectual disabilities, Washington Center teachers and administration are seeking opportunities to provide input to committees that develop tests and specify requirements. Also, legislators and representatives from SCDE have been invited to observe students taking the new tests and to discuss relevant issues and concerns.

Identifying appropriate curriculum for students with low incidence disabilities has been a challenge for many years. In 2013, Special Education Services purchased and began providing training in the use of the Unique Learning System curriculum, and as a result, standards based instruction has become a reality. Teachers also have access to Rubicon Atlas, a program used for general education curriculum throughout the district, and, this resource provides additional instructional support for Washington Center teachers.

This year the district adopted EasyIEP for electronic preparation of IEPs. The change from Excent has required extensive training and practice for teachers.

Electronic systems for collecting data and tracking IEP progress are currently under investigation. With IEPs often being implemented by more than one teacher, a consistent method for garnering, storing, and displaying documentation is needed.

The provision of appropriate, safe, and cost effective, off campus experiences is a priority for Washington Center. Strategies are being developed to generate funds for both off campus and virtual trips, and several local schools this year donated money to enable Washington Center and Washington Center at Hollis to pursue this initiative.

Expanding community involvement in the school and encouraging staff input into decision making are current goals being addressed through the SIC and the school's Steering Committee. Washington Center hosts frequent visits by high school groups and serves as a training site for nursing students and prospective teachers.

This year Greenville County Schools provided partial funding to Washington Center for a technology refresh. However, since money was allocated based on enrollment, Washington Center was only eligible to receive about half of the amount needed to cover costs associated with buying new computers for teachers, administrators, and office staff. Additional funds came from donations, websites such as Donor's Choose, PTA, and an additional amount provided by the district.

A new initiative for the school this year is the creation of age appropriate and safe outdoor recreational and instructional opportunities. Washington Center's courtyard is small and unshaded, minimizing its usefulness for many students. To meet the identified needs, particularly as they relate to older students, Washington Center has begun work on designing and raising funds to build a nature trail and park on wooded property behind the school. The land is actually a part of the Sara Collins Elementary campus, and Sara Collins is collaborating with Washington Center on this project. Cost for land work, construction, and equipment is expected to approach \$95,000.00.

Significant Awards, Results, and Accomplishments

In recent years Washington Center has been the recipient of a number of donations and grants. Local and state Knights of Columbus groups have supported the school, and through the Hope Foundation, movement equipment has been added each year. With grant money from Macy's, additional iPads have been purchased, and other expenditures have been funded. Washington Center has been recognized by the United Way with Improvement Awards, and during the current year, the school received a district Safety Award. In 2015, Washington Center also earned a Public Relations Award, and the PTA achieved Silver Palmetto Status. Mrs. Julie Dail, music teacher, successfully applied for a grant to purchase a new keyboard which has now been

added to the music room, and Donors Choose has proven to be a productive resource for securing technology and classroom supplies. Washington Center has been chosen by Eastside High School to be the beneficiary of their 2016 Spirit Week which will be held in the fall, and similarly the school is this year's beneficiary of Beck Academy's Spirit week. Additionally, Riverside High School, Carolina High School, Greer High School, and Mauldin High School have conducted fundraisers on behalf of Washington Center during 15-16 in order to support the school's community outreach programs.

WASHINGTON CENTER SCHOOL PROFILE

School Community

Overview

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

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

Students on the two campuses are served by 21 classroom teachers, 52 paraprofessionals, 4 classroom nurses, and 4 lead nurses, in addition to art, PE, music, media center, daily living skills and environmental science teachers, and occupational, speech, and physical therapy professionals. Itinerant vision and hearing services are available for qualifying students, and two teachers serve 17 Washington Center students who are medically homebound.

Washington Center History

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

By 1976-77, there were seventeen classes for students with intellectual disabilities at Washington Center, and that number grew to 26 during 1979-80. During the 1990's, most students with moderate disabilities were staffed to less restrictive placements in self-contained classes in traditional schools. In recent years, enrollment at Washington Center has been limited to those with the most significant cognitive issues, as there has been a district commitment to serving students with moderate intellectual disabilities in less restrictive settings whenever possible.

School Leaders

District Special Education Support

W. Burke Royster- Superintendent of Greenville County Schools

Dr. Henry Hunt – Assistant Superintendent for Special Education

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

Washington Center Administration

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

Ms. Linda Hill is a Program Facilitator for Washington Center, charged with supervision of due process compliance. Ms. Hill has thirty years of professional experience in special education, with twenty-two years as a classroom teacher and nine as a special education coordinator for Greenville County Schools. She is a longstanding supporter of Special Olympics and other initiatives for individuals with disabilities, and as a young person, worked at Camp Spearhead. Twice, Ms. Hill has been chosen as Teacher of the Year for her school, and she has served in a leadership capacity on numerous district, state and community committees. She is also a trained PAS-T evaluator.

Ms. Linda Thigpen moved from classroom teacher to an administrative position in 2003. She is a former Washington Center teacher with more than 30 years of district special education experience, during which she has taught students with a range of special education classifications. As Washington Center's instructional

coach, Mrs. Thigpen assists the principal with administrative duties, fulfills due process obligations, and provides support for teachers related to instruction and assessment. She also serves as a school and district ADEPT/PAS-T evaluator and mentor. Ms. Thigpen is a member of the State Alternate Assessment Advisory Committee and participates on multiple committees for the State Department of Education. For the 2005-06 school year, Mrs. Thigpen received the Greenville County Administrator of the Year Award, and she has been recognized as Teacher of the Year at three different schools.

Mrs. Barbara Bingham is the program facilitator and on site administrator at the Washington Center at Hollis Academy campus. During college, Mrs. Bingham volunteered at Camp Spearhead and for Special Olympics, and she has been employed with Greenville County Schools since 2000. She brings six years of special education teaching experience as well as eight years' experience as an administrator at both high school and district levels. Mrs. Bingham is PAS-T trained, and is an active participant in assistant principal professional development activities.

Steering Committee

Washington Center's Steering Committee is composed of representatives from all staff groups (administrators, teachers, nurses, related arts, paraprofessionals, custodial staff, speech, and office staff). The role of the committee is to advise and provide input to administration regarding a variety of school matters. Steering Committee meetings are held monthly during the school year.

Facilities

Occupational Therapy (OT) is provided at both school locations by two registered and licensed occupational therapists (OTR) and one certified and licensed occupational therapist assistant (COTA). Qualifying students receive specialized instruction in self-help, fine motor, and sensory processing; and, therapists monitor and assist with the development of appropriate orthotic devices. Washington Center's occupational therapists are currently serving 62 children.

The Physical Therapy department consists of a registered physical therapist and a registered physical therapist assistant who serve students at both Washington Center locations. Intervention related to gross motor functioning is provided both through direct service and by means of consultation with teachers and parents. Additionally, approximately 80 students currently participate in the M.O.V.E. (Mobility Opportunities via Education) curriculum in which therapists and classroom staff facilitate movement using specialized equipment and positioning techniques.

Speech/Language Therapy is offered to qualifying students by two speech pathologists that are shared between the two Washington Center campuses. An integrated model is the primary mode for speech language service delivery. However, direct instruction related to the use of augmentative communication is also provided, as needed. Therapists work closely with teachers and paraprofessionals and with high and low tech materials and devices to create functional communication systems. The goal is to facilitate the use of tactile symbol communication cards and objects, voice output devices, laptops, iPads, and other systems that support communication in a variety of settings. Additionally, the Washington Center Speech Department provides tours, practicum placements and in-service presentations for colleagues and for speech pathology students from area colleges and universities.

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

The Adaptive Environmental Science (AES) Program, formerly referred to as the Work Adjustment/Horticultural Therapy Program, is offered to all Washington Center students. Recycling and sorting tasks are examples of the types of activities included in the program where the goal is to engage students in developing prevocational skills that will be useful beyond Washington Center. The greenhouse serves as a soothing setting where students participate in plant care by potting, weeding, and watering. Additionally, social skill instruction occurs as students assist the AES teacher with plant sales to the public. Several animals are a part of the AES program, including birds, turtles, bearded dragons, and a rabbit. The animals facilitate instruction in animal care and handling.

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

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

The Instructional Kitchens are available for students on the main campus. Older students prepare and sell meals to the staff (Seagull Grill) weekly. Adapted equipment, voice output devices and symbols are used by students to facilitate reading and preparing recipes. Kitchens are equipped with small appliances (blenders, mixers, food processor, toaster, dishes, utensils, pots, and pans) in addition to ovens, dishwashers, refrigerators, washers, and dryers. Teachers also provide instruction related to dishwashing, laundering, wiping counters, and storing items in cabinets.

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

A Nature Trail is currently in the planning and fund-raising stages for use of the undeveloped wooded lot behind the school. With a price tag of over \$90,000.00, the trail will offer Americans with Disabilities Act (ADA) compliant walkways to accommodate wheelchairs, instructional areas and sensory appealing plants with QR codes. Once completed, the areas will serve students from neighboring school, Sara Collins Elementary, and community residents.

Parental Involvement

Washington Center PTA

Washington Center's PTA (Parent-Teacher Association) plans programs and activities that provide parent and teacher support and raise funds for classroom activities. PTA meetings are held the first Thursday of each month. The executive board includes: President, Vice-President, Secretary, Treasurer, and Membership Chair. PTA's major fundraiser is annually held in April. This year, with the addition of a 5K race, the event has transformed into the Walk, Roll, and 5k Run. This event not only raises funds, but also increases community awareness of Washington Center by involving community sponsors and students from local schools. The Run, Walk, and Roll slogan is: "Some kids need a hand...others need a push."

The PTA sponsored events/activities/ awards planned for the 2015-2016 year are:

- Welcome Back Breakfast for Staff: August 11, 2015
- Grants for new teachers
- Parent volunteer pool
- Purchase of 2 laminators for teachers workroom & 1 copier for Washington Center office
- Lease paid for teacher workroom copier

- Appreciation luncheons for staff
- Lunch sales for staff: third week of each month
- PTA meetings: first Thursday of each month
- Family Night: November 5, 2015
- Cherrydale Farms Fundraiser
- Annual holiday campus decorating in December and Staff Luncheon
- Run, Walk, and Roll on April 9, 2016
- Alumni/Craft Day May 6, 2016
- Teacher Appreciation Week in May 2016
- Support for Nature Trail
- Funding assist for refreshing computers

PTA Family Night

Washington Center's PTA held Family Night on November 5, 2015. The PTA provided a lasagna dinner and following dinner, families were encouraged to walk through the halls to see student artwork, to have toys switch activated, to purchase items at the book fair, and to visit with community service providers. Ten agencies sent representatives to this year's event. Among those participating were: Camp Hope, SC Autism, Family Connection, Thrive Upstate (formerly Greenville County Disabilities and Special Needs Board), Protection and Advocacy (PANDA), and SC Assistive Technology, Pro-Parents, Shriners Hospital, Greenville CAN, Supportive Peds Care Team, Don Clardy- Wealth Management Advisor, and Carolina Dance Company.

SIC Committee (School Improvement Committee)

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

Present Role of Our Parent Community

At Washington Center, parent input is highly valued; and because students are functionally nonverbal, communication with families is considered to be essential. School and PTA sponsor parent participation

activities throughout the year, and a plan for communicating with families is required of each teacher. Parents serve on the School Improvement Committee (SIC), and assist with a variety of volunteer and fund raising efforts.

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

Partnerships

Funds and services provided through donations, fundraisers, and other sources are used to enhance student learning experiences. During the 2014-2015 school year, approximately \$14,000 was donated to Washington Center by various individuals, organizations, and business partners. The PTA also made significant contributions that supported the academic environment at Washington Center totaling more than \$11,000.00. Donation figures for 2015-2016 are not yet available.

Additionally, staff members consistently seek opportunities for students to serve others. This is reflected by the assistance students provide to the needy in our community through Meals on Wheels, Backpack Buddies, and visits to nursing homes and animal shelters.

Washington Center volunteers come from business and civic organizations, families, and the community at large. 7,876 volunteer hours were documented for the 2014-2015 school year. Volunteer hours for 2015-2016 will be tabulated at the conclusion of the school year.

In an effort to communicate effectively with all stakeholders, faculty members and therapists create and maintain personal pages for Washington Center's website, and teachers communicate with parents using email, telephone, written notes, and a monthly newsletter. The school principal communicates regularly with a Friday evening summary of the week's activities, with an article in quarterly newsletters, and via the "Remind App" used for conveying important information related to weather closing/delays of special events. Each week a

selected teacher contributes photos and articles to the local media and front page of the school web page, highlighting special achievements and activities. The school website features links to photos, handbooks, and weekly menus; and, both the school's quarterly newsletter, *The Seagull Express*, and the School Messenger system provide pertinent information to staff and student families. With the assistance of the staff, the school Headliner Representative sends school news to media contacts, including *City People*, *The Greenville Journal*, *The Spartanburg Herald*, *The Taylors Greer School News*, *The Journal*, *The Travelers Rest Monitor*, *The Tribune Times*, and *Upstate Parent*. *The Greenville Magazine*, the school district Facebook page, and News 4 have spotlighted Washington Center's programs. During the current school year Gregory Morgan was featured on News 4 as one of three student conductors at the Michelin Children's Concert. Social media continues to be an integral component of the school's communication system, and Washington Center has its own Facebook page where information about concerts, field trips, programs, and daily school activities can be found. The school has also been featured on the district's Facebook site.

Current partnerships within the past three years include:

- Local Knights of Columbus groups: donations for instructional materials, equipment, student activities and professional development
- Knights of Columbus Hope Foundation: supports for purchase of physical therapy equipment (M.O.V.E.)
- Carolina First Bank and Chick-fil-A: Special Olympic/Challenge Day T-Shirts and donations
- Klaver Klub (a middle school girls' service organization): Donations to Walk & Roll, Christmas gifts for students, assistance during Family Night and Walk & Roll
- Krispy Kreme: Doughnuts for bus drivers
- Christ Church School: Reading Buddies, volunteer for various school activities, and provide donations for Craft Day.
- Furman Service Corps: Christmas gifts and volunteers
- Hillcrest Teacher Cadets: Electronic Picture Book Presentations
- Greenville Tech: Nursing/ OT/ PT Student Interns
- United Way
- University Center: Nursing Student Interns
- Greenville Hospital System
- The Children's Clinic
- The Harper Corporation
- Macy's Foundation

- 41 Walk & Roll individual and cooperate donors
- GE Engineers: Science Fair Judges
- Cari Stroud and GHS's Palliative Care Group
- Don Clardy: Law Advocacy for Parents
- Shannon Forest Christian School: Escorts for the Valentine Pageant
- Upstate Therapy Dogs: Monthly visits with trained dogs
- Daughters of Penelope: Providing snacks and gifts for the annual Christmas party
- St Joseph High School Students: Assistance with preparations for Craft Day and donation of an iPad
- Area high schools including: Hillcrest, Riverside, Greer, and Carolina contributed toward Community Based Instruction (CBI) trips
- Publix: Baked goods
- Brashier Middle College Charter High School teacher cadets
- Other contributions from Washington Center student families, staff members, and friends

Student Support Services

Students at Washington Center are supported by an outstanding staff. Administrators, nurses, therapists, and classroom teachers work closely with Greenville County agencies to facilitate the provision of services for students with disabilities and their families. In addition, Washington Center invites Greenville County service agencies and organizations to support families. See PTA Family Night section for a list of these support groups.

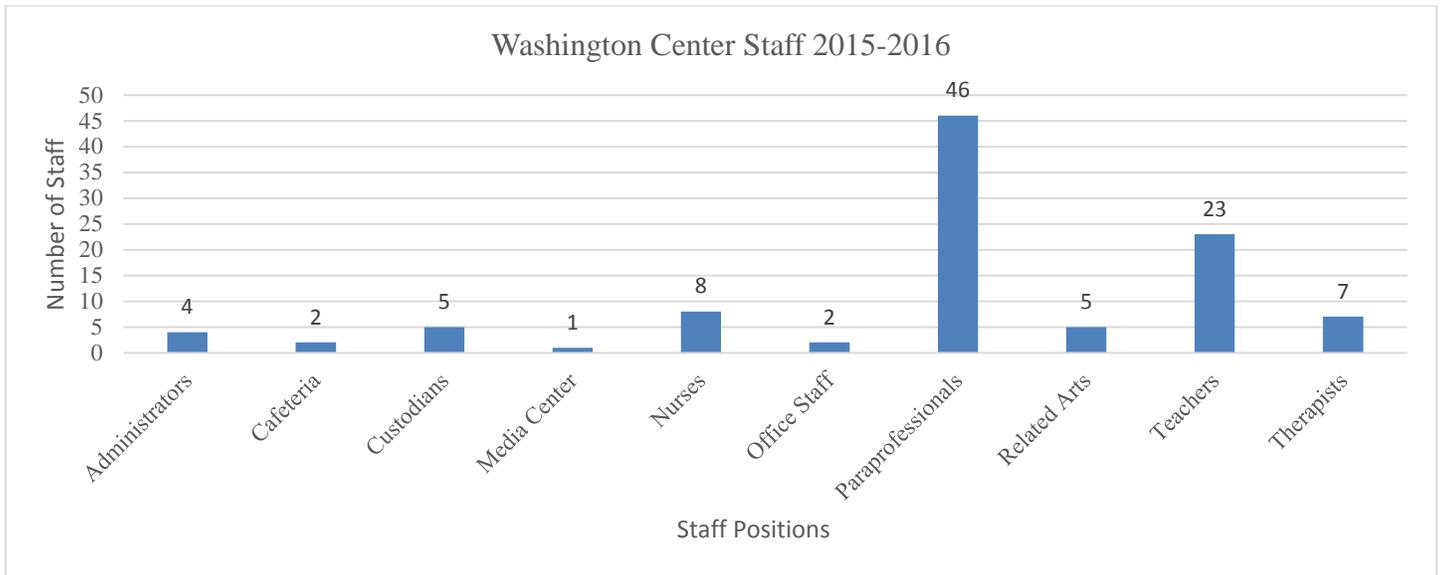
School Personnel

Washington Center offers instruction in a nurturing environment with a favorable staff to student ratio (currently at approximately three adults to seven students), necessitated by the magnitude of student needs. More than half of faculty members have more than ten years teaching experience (see table below). Several have more than 30 years of experience. One teacher has achieved National Board Certification. During the 2015-2016 school year, two new teachers were added to the staff.

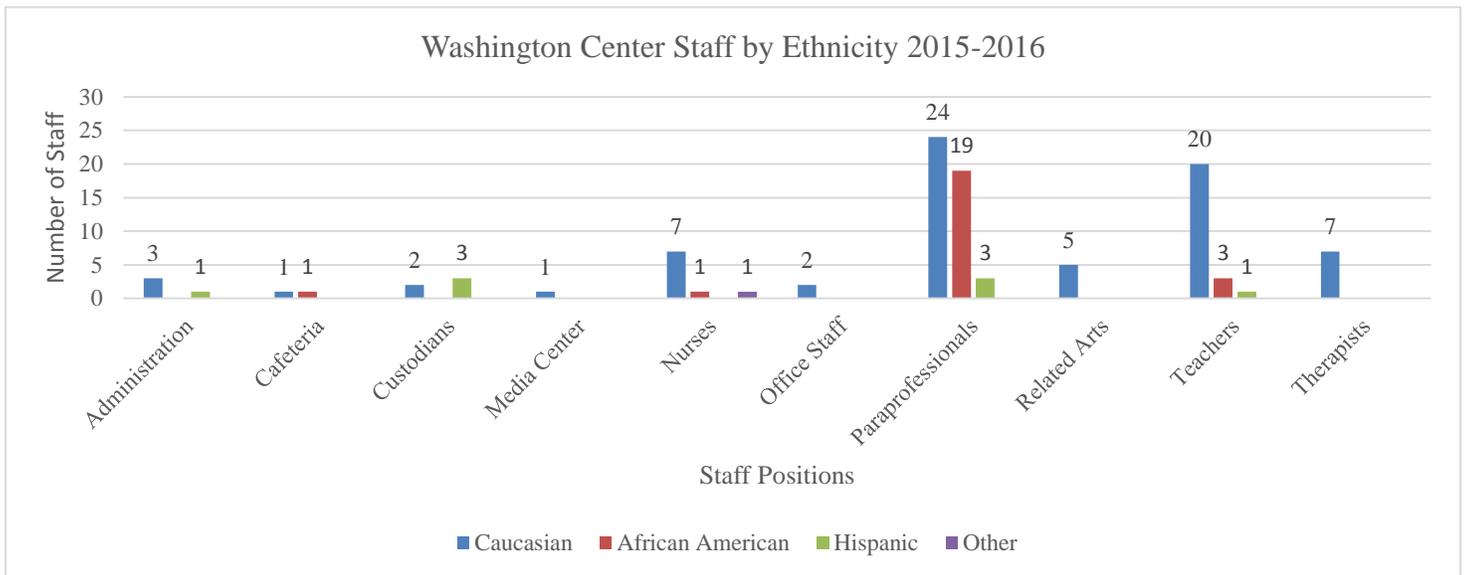


Speech/ language pathologists, occupational therapists, physical therapists and therapist assistants provide related services. Additionally, all students have regularly scheduled music, art and adapted physical education instruction, as well as classes provided by the school’s media specialist. Environmental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

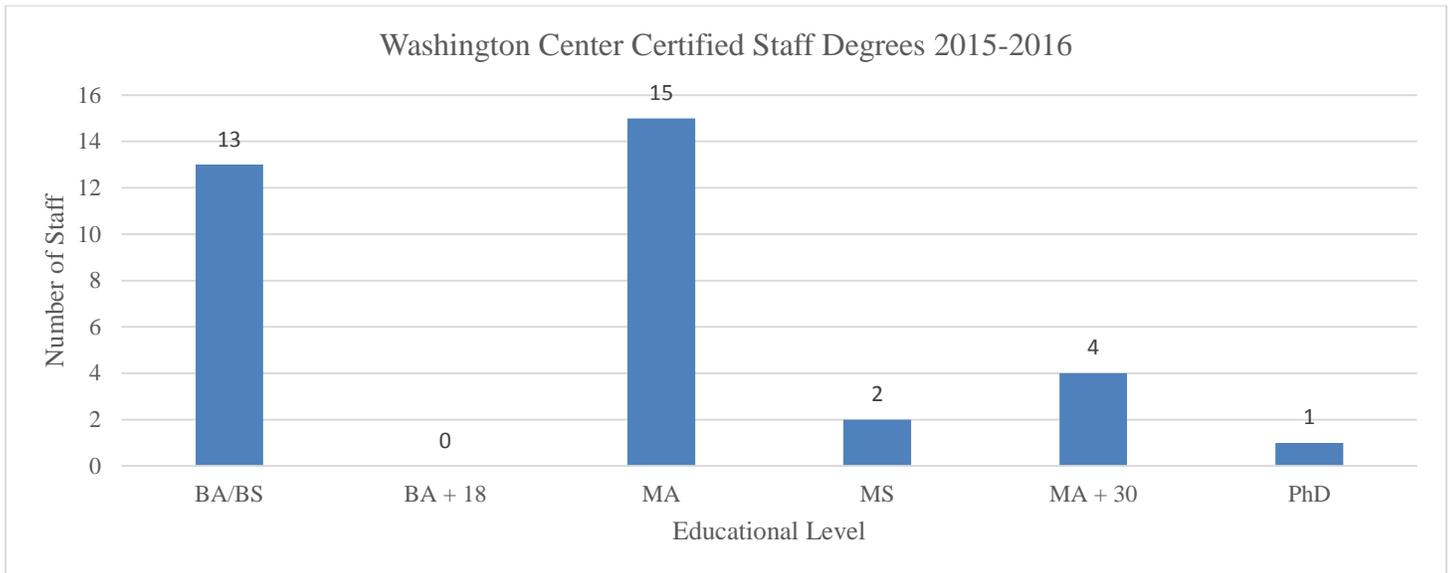
Itinerant vision and O & M (Orientation and Mobility) services are provided by district vision specialists. Four registered nurses and four licensed practical nurses are on staff to supervise and administer tube feedings, suctioning, catheterizations, breathing treatments, and seizure interventions. Two orderlies assist with lifting non-ambulatory students and provide classroom assistance. Washington Center’s cafeteria staff manager and dietitian prepare meals that meet the specialized dietary and eating requirements of Washington Center students, such as ones related to ensuring appropriate food consistency, avoiding allergens, and facilitating self-feeding.



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



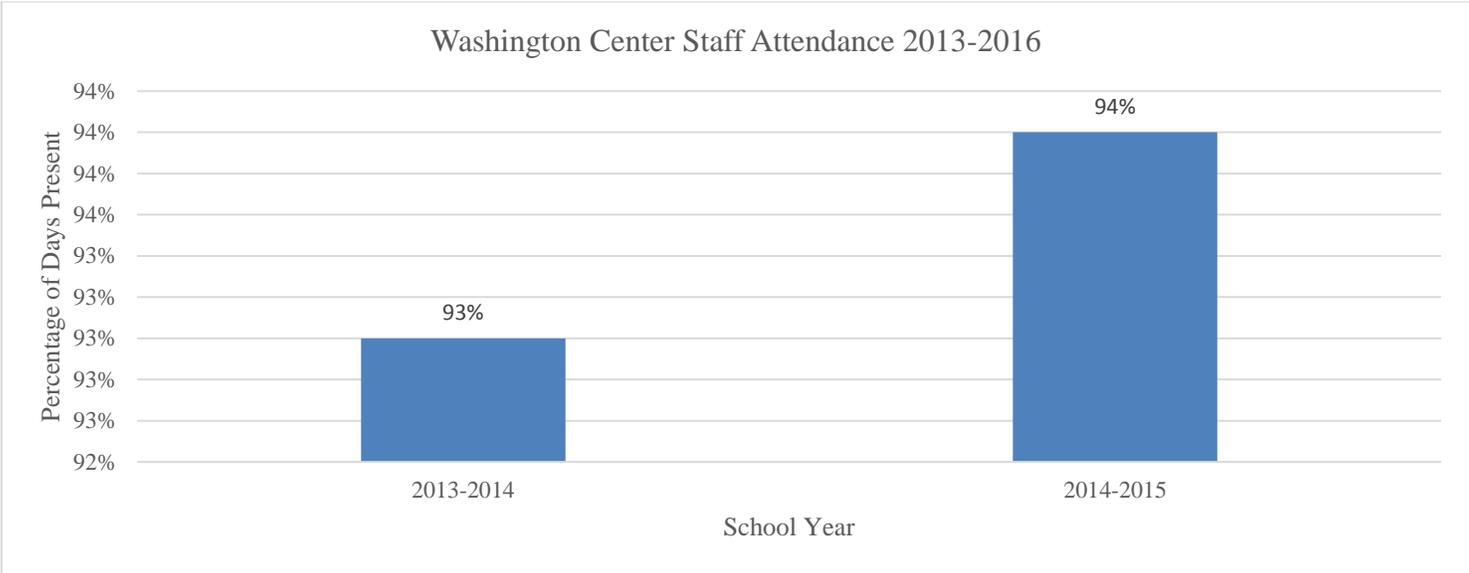
The graph above represents the ethnic makeup of the Washington Center staff. There are a growing number of Hispanic staff members who provide support, particularly in the form of translation services, for Spanish speaking families.



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

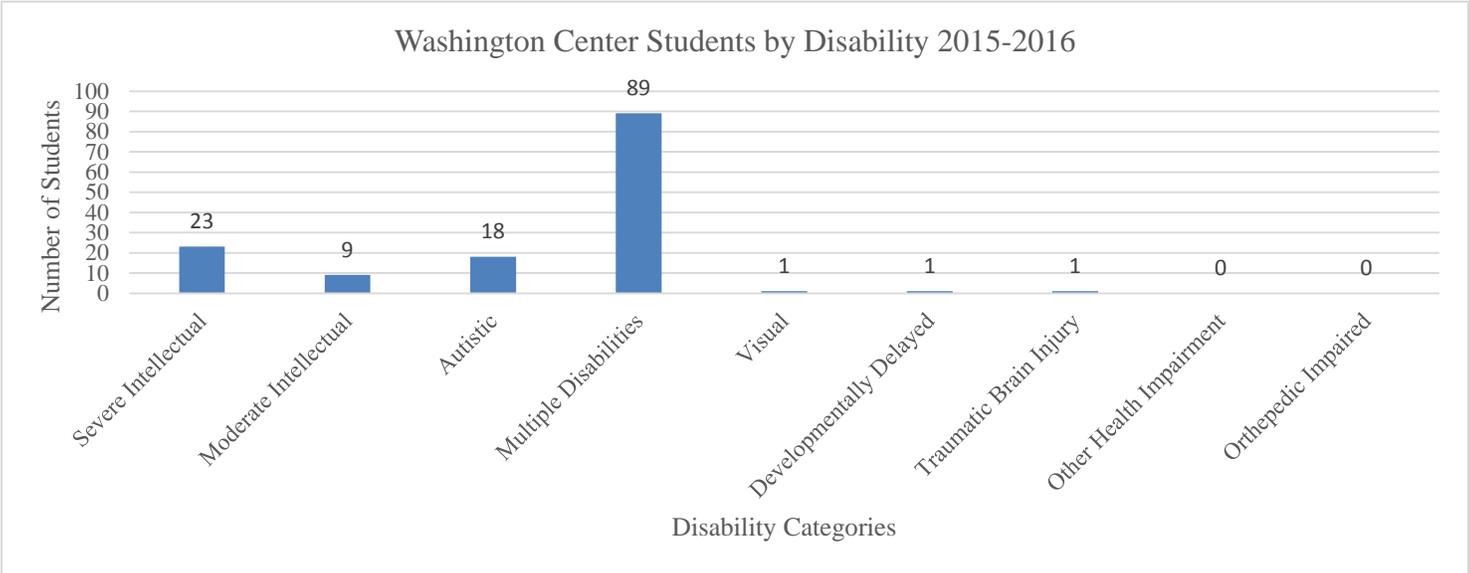
A trained emergency team has been developed to assist with behavior crises, and the school has thoroughly outlined safety procedures to be used during emergencies. Recent extensive updates to school emergency/safety plans are included in notebooks; and, electronic safety procedure manuals are available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

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

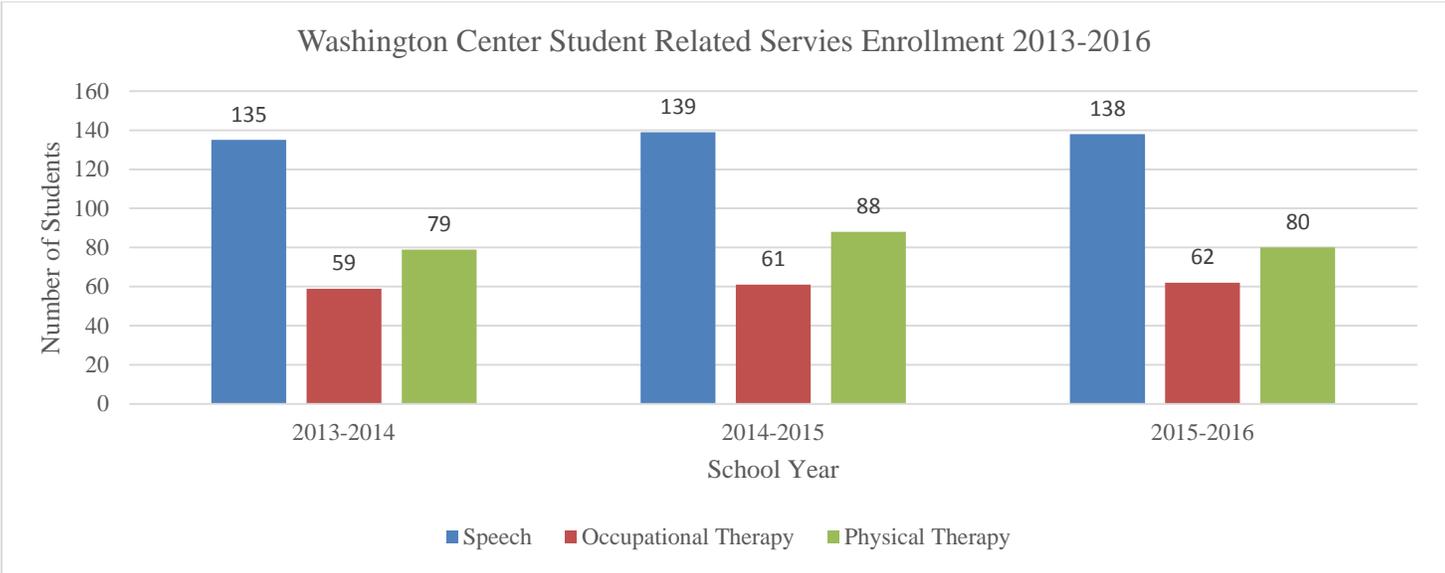


Washington Center staff achieved 94% attendance during the 2014-2015 academic year. This percentage increased by 1% from the previous year and reflects school-wide commitment to consistent attendance.

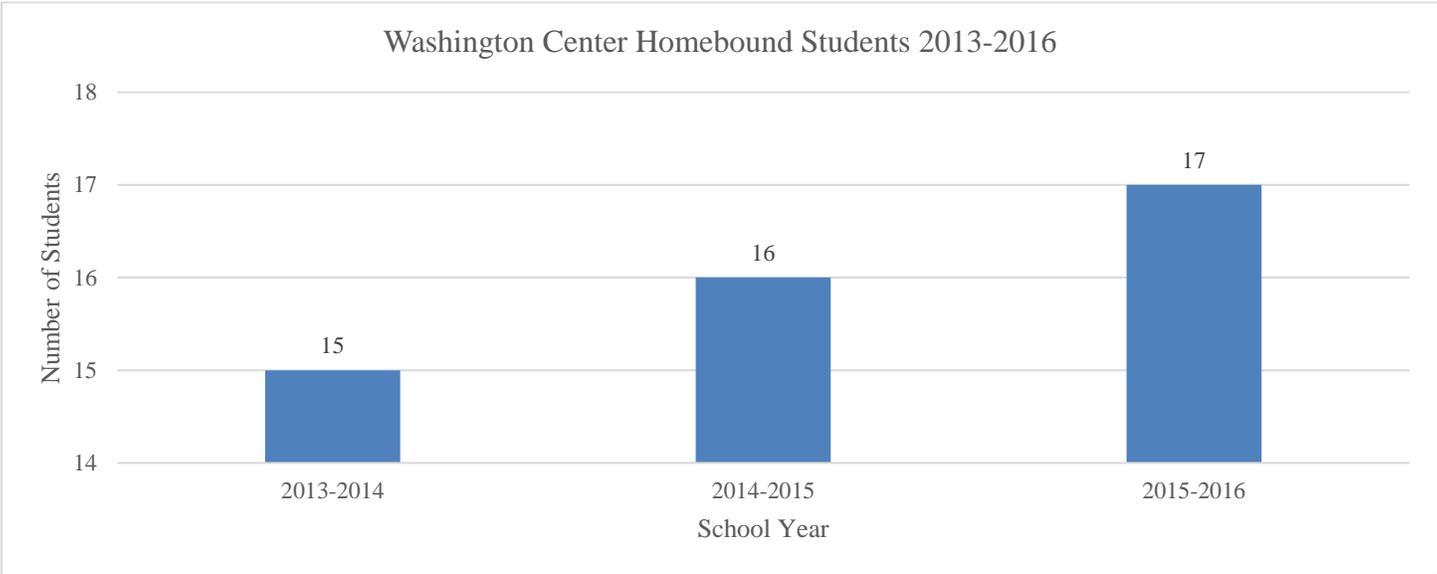
Washington Center Students



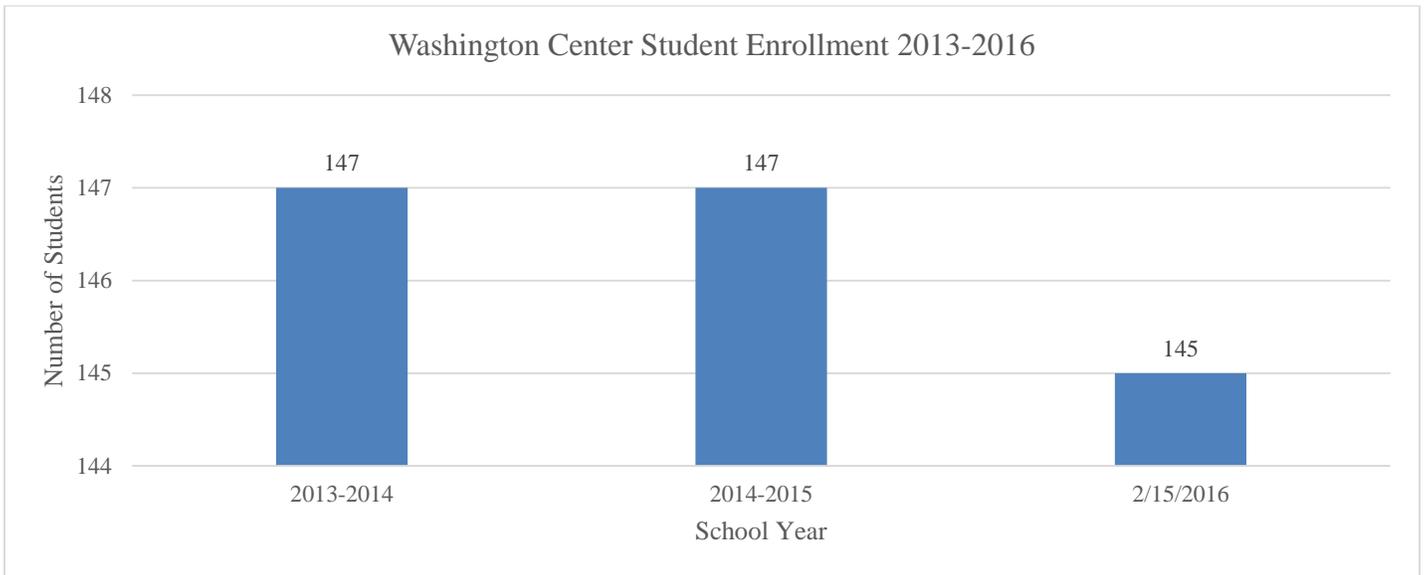
Disaggregation of student data by disability categories is shown on the previous graph. Both classifications and numbers of students in each category were taken from the school’s EFA (Educational Finance Act) roster for 2015-2016. The majority of students are classified as having Multiple Disabilities.



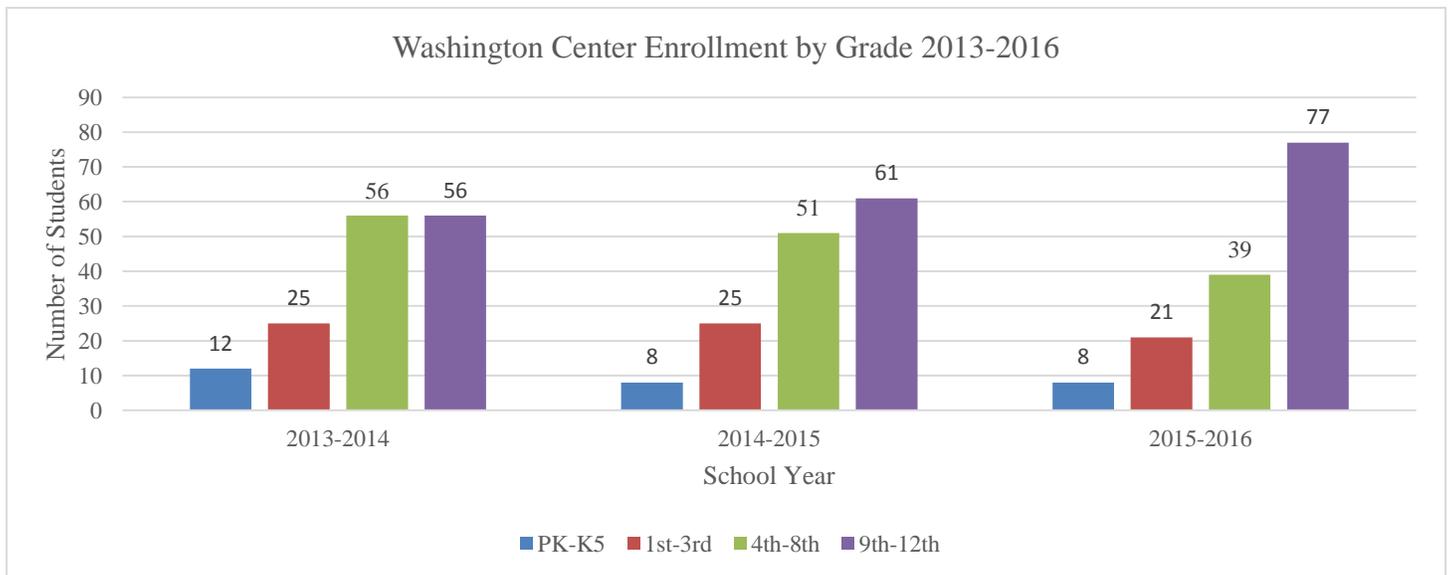
Student enrollment is disaggregated by related services required per student for the 2015-2016 school year, and it reflects the multiple areas of support required by most Washington Center students. Of note, of the 80 students receiving PT, 30 require only monitoring of equipment needs. The graph shows a slight decrease in number of students receiving related services, but this finding is consistent with the decrease in total student enrollment.



The graph above illustrates the number of students receiving homebound instruction for the 2015-2016 school year. Medical homebound classification requires a doctor's statement indicating need, prior to initiation of services. Currently, 17 students are served homebound, an increase of one from the previous year. Washington Center added a homebound teacher position for the 2014-2015 school year in order to provide more instructional time for the increasing number of students served.

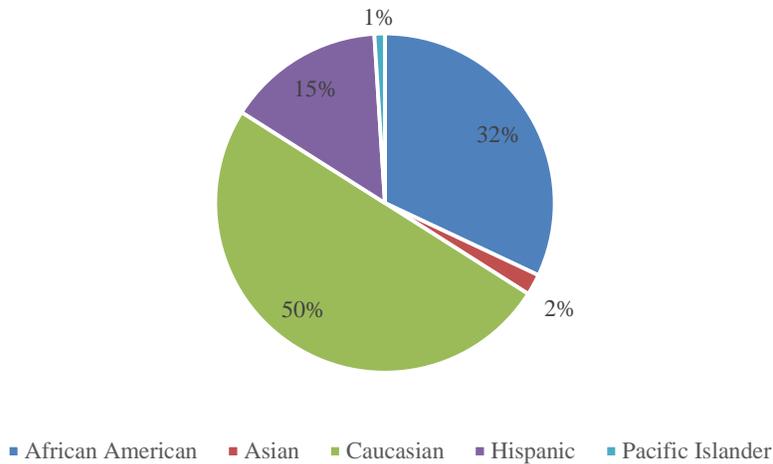


Washington Center records show a slight decrease in student enrollment for the 2015-2016 school year. The above graph illustrates that 147 students were enrolled during the 2013-2014 and the 2014-2015 school years. Currently, there are 145 students enrolled.



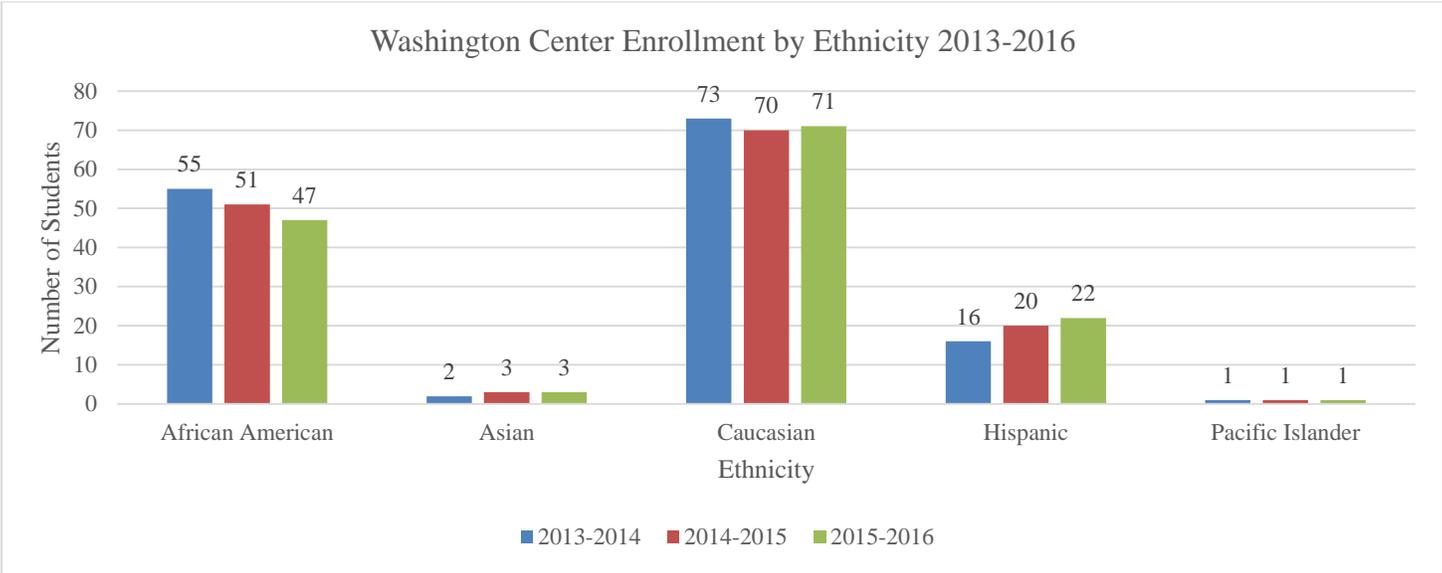
Students are grouped for instruction primarily by ability levels; however, age ranges are also considered. Students with disabilities are allowed to remain in public school until age twenty-one. Due to this, the Washington Center enrollment concentration is heaviest at the upper end of the grade categories. Past the eleventh grade, students are classified as “repeating eleventh graders” until their final year of school at age 21, and twelfth graders receive a “Certificate of Attendance” at graduation

Washington Center Percentage of Enrollment by Ethnicity 2015-2016

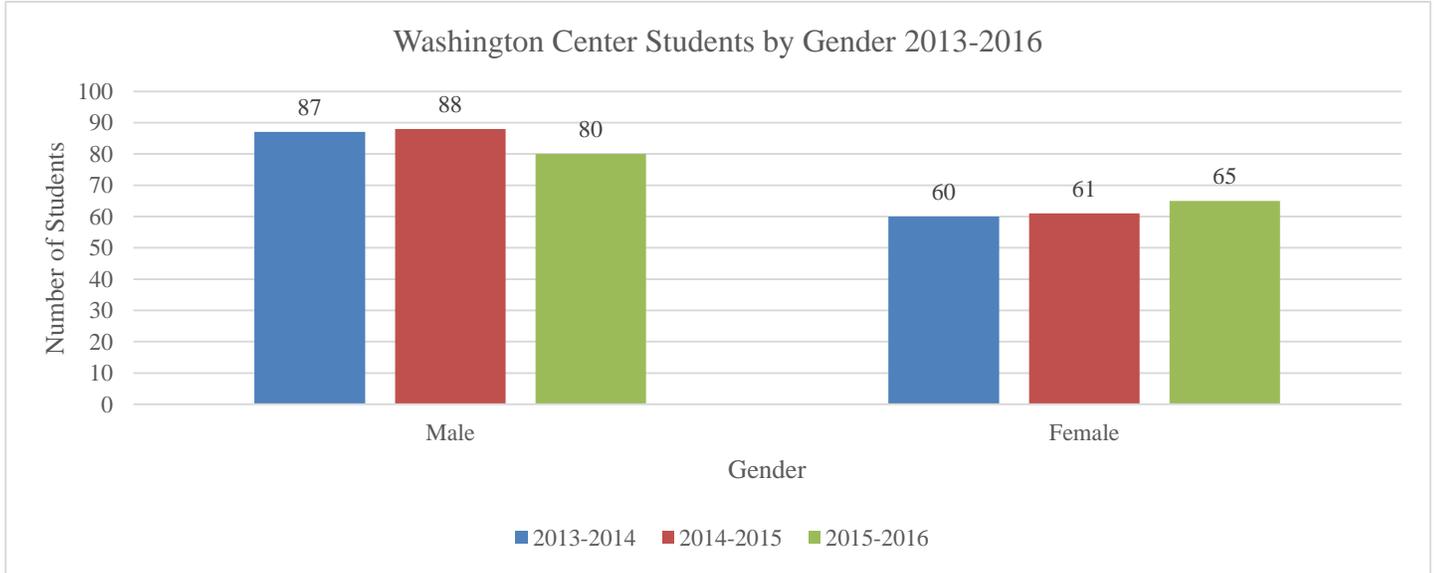


For the 2015-2016 school year, Washington Center’s student ethnicity is 50% Caucasian, 32% African American, 15% Hispanic, 2% Asian, and 1% Pacific Islander. This is reflected in the chart above. Families generally report one home language with the exception of the 22 students from Spanish speaking homes. Washington Center students are functionally non-verbal however, many are able to engage in limited communication via augmentative devices/systems, gestures or basic words.

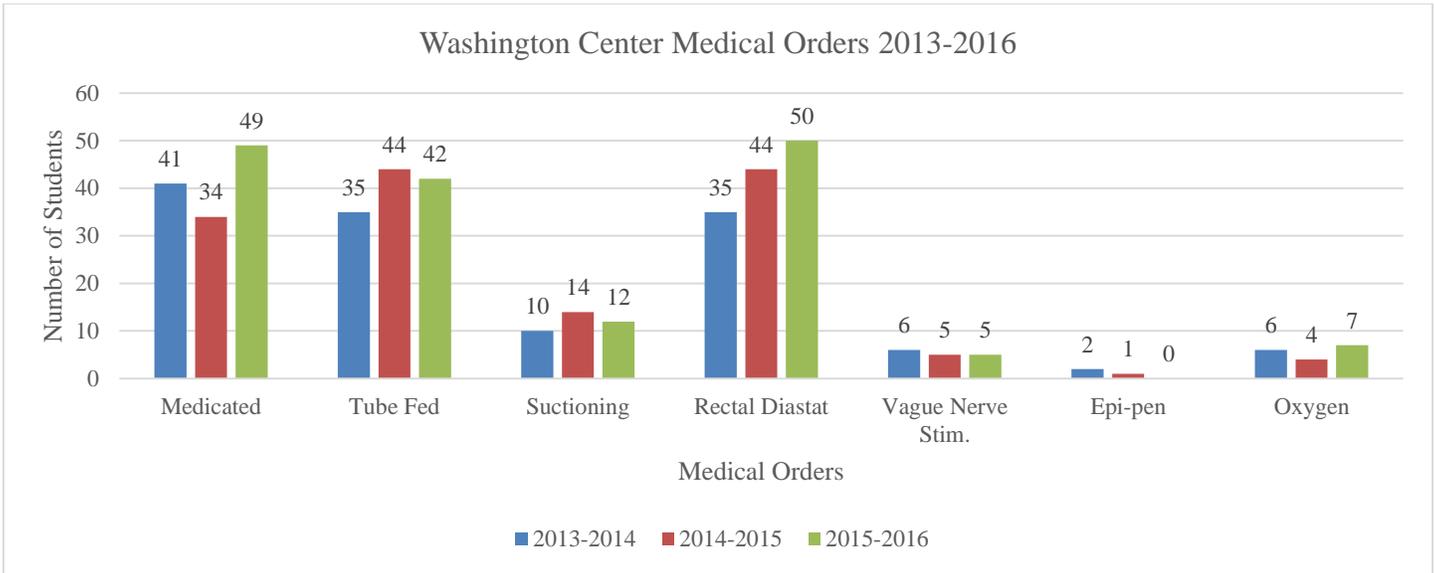
The ethnicity data on the chart above is generally consistent with overall district enrollment, with Caucasian students being in the majority. It is of interest to note that Washington Center’s Hispanic student enrollment is 15% in 2015-2016, probably associated with the significant increase of Hispanic families settling in the Greenville area in recent years. In 2014, US Census figures indicated that 8.8% of the Greenville County population was Hispanic, and Hispanic students accounted for 13.5% of students enrolled in Greenville County Schools, 2015.



The graph above depicts student enrollment by ethnicity for the 2013-2016 schools years. Caucasian students continue to outnumber all other ethnic groups. The enrollment of African American students has decreased each year, whereas, the number of Hispanic students enrolled at Washington Center has increased each year.

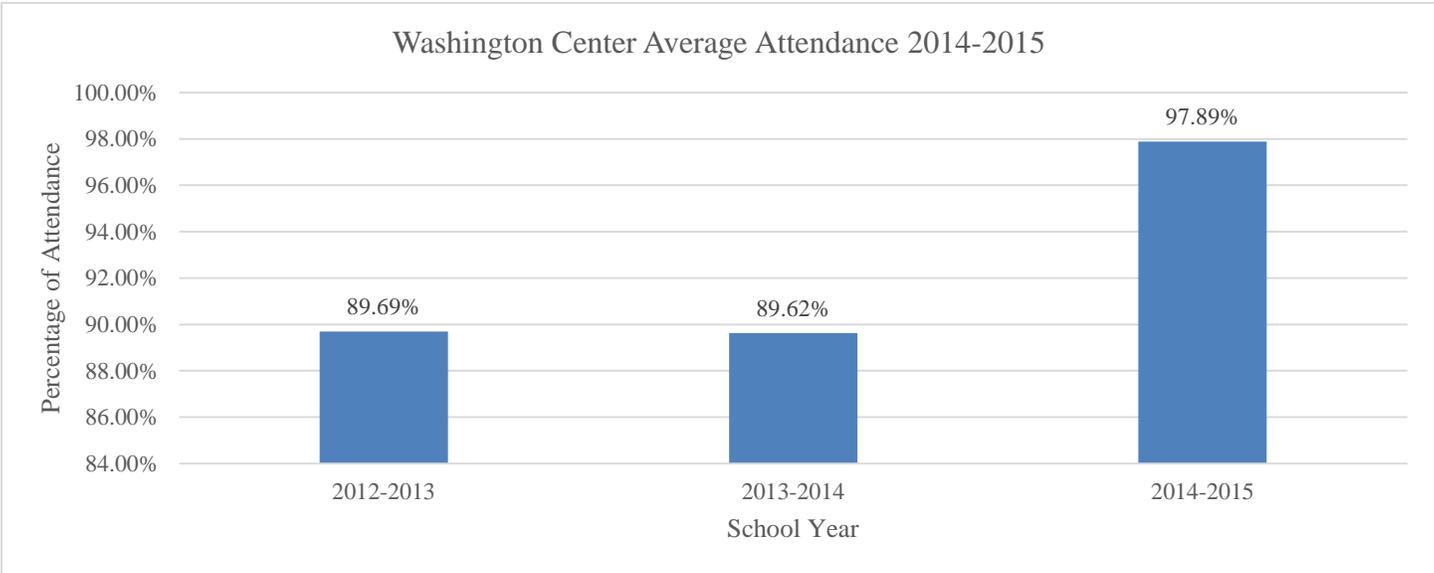


The preceding graph shows student gender for the 2014 – 2016 school year. Washington Center currently serves fewer females than males; a finding that is consistent with research that indicates that males outnumber females in intellectual and developmental disabilities (MyChildWithoutLimits.org 2016). As the above graph shows, gender numbers are consistent from the previous school year.



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

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. From 2013 – 2015, there were 145 students enrolled with

an average attendance rate of 89.26% for 2013-2014 and 97.89% for 2014-2015. These percentages are consistent with that generated in other years.

Lunch Status

Washington Center students are served meals base on free, reduced, or full pay lunch status. Forty-four tube feedings are conducted daily replacing cafeteria meals. There are currently 47 students who are required to fully pay for lunch, 13 students who receive reduced priced lunches, and 67 students receive free lunches.

Retention/Graduation Rates

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

School's Major Academic and Behavioral Support Features

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

Unique Learning Systems (ULS) was instituted for all special education classes by the district in the 2013-2014 school year. Teachers download thematic units that are designed to be appropriate both in terms of student age and developmental status. Instructional targets within each unit are aligned to ELA and math standards. The ULS curriculum also has a data collection center for monitoring and recording student progress throughout the school year.

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

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

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

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

CPI: Student discipline is the responsibility of all Washington Center staff members. As the student population has grown, behavior issues have also become more challenging. For students with severe behavior difficulties, a functional behavior assessment (FBA) is conducted. Based on findings generated, a behavior intervention plan (BIP) is developed as part of the student's IEP. The BIP serves as a blueprint for supporting students whenever behavior issues arise. Currently, 12 Washington Center students have BIPs included in their instructional programs. Staff members are trained and certified in Crisis Prevention Intervention (CPI) techniques, designed to minimize injury during a behavioral crisis.

APT: Washington Center also has a 12 member response team - APT (Applied Physical Training) made up of paraprofessionals who have received additional training beyond CPI. This group is called when regular attempted interventions have been unsuccessful, and when the imminent danger or harmful students or staff indicates a possible need for more physical restraint than can be provided by classroom personnel.

Supporting Positive Behavior: A Washington Center goal is to provide a positive climate for learning in order to facilitate student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, the program offers many opportunities for student participation and recognition. Students are encouraged to exhibit and expected to maintain appropriate behavior at all times. Classroom rules that can be understood by Washington Center students are posted, often in picture/symbol form, and discussed frequently.

MISSION, VISION, & BELIEFS

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

Values and Beliefs

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

We believe the students will...

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

Purpose

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

Mission

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

Shared Vision

Our staff agrees that our mutually derived educational goals are inspired by our educational drive toward achieving our vision. Our mission and purpose inspired our educational beliefs. Our staff was given a questionnaire for input as to their educational beliefs and reviewed annually. As a result, the following are the functional curriculum, assessment, personnel, and environmental visions that will support effective learning for Washington Center students:

Functional Curriculum

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

Quality Personnel

- Train staff in technology use for operation of students instructional materials
- Development of Staff behavioral intervention skills for professional management of student behaviors including yearly CPI training for all staff and monthly APT training
- Promote augmentative communication training for instructors to encourage and enhance student communication skills
- Provide guidance and resources in creating appropriate task analyzed objectives to meet district and state criteria in developing appropriate IEP's
- Continue support in the form of training and resources for instructional strategies in educational state standard and Core Curriculum Standards
- Continue support in the form of shared resources for instructional strategies in implementing the Unique curriculum in the classroom

Assessment

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

Environment

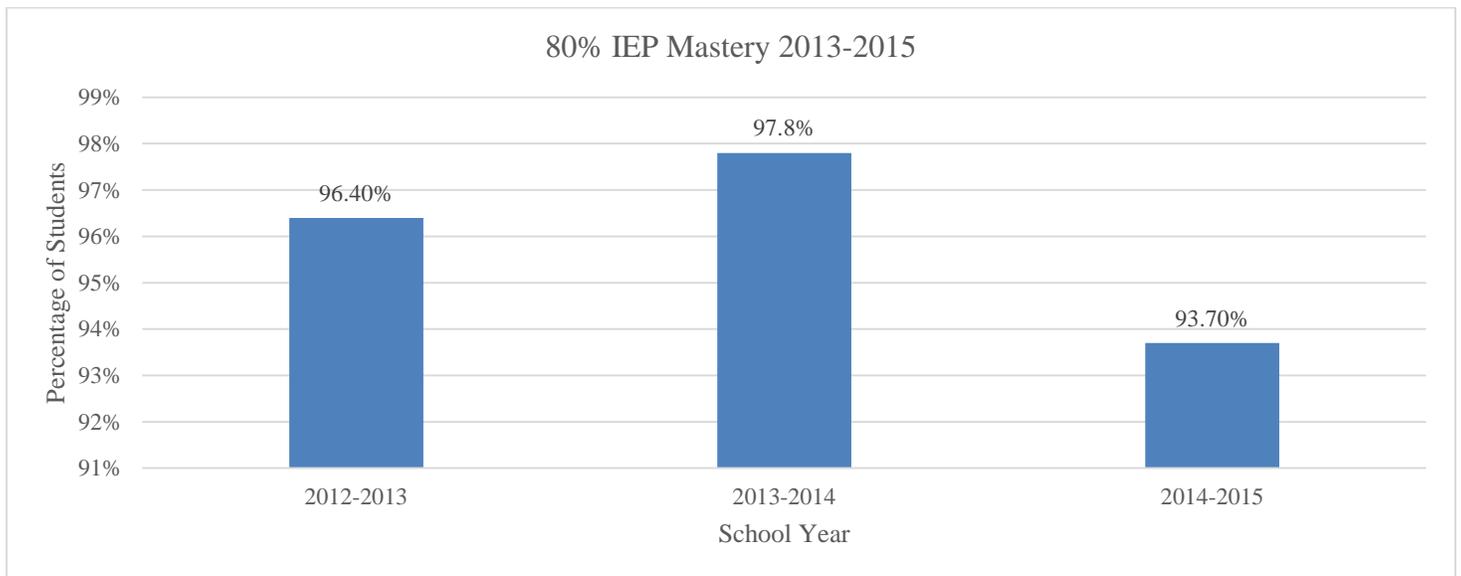
- Encourage parent involvement in each student's education as necessary for success
- Integrate Community Based Instruction (CBI) with school curriculum to promote the student's ability to function in public situations
- Provide sensory stimulating curriculum to motivate and encourage student participation
- Plan collaboration with related service providers and classroom teachers to develop effective instruction and goals
- Offer a safe, instructionally time efficient environment with constant supervision
- Maintain a positive atmosphere evidencing teamwork school-wide
- Increase community involvement through volunteerism with our students and school program

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Results:

Individualized Education Plan (IEP)

Each Washington Center student has an Individualized Educational Program (IEP) which is reviewed every four and a half weeks. Progress is measured in small increments and/or by maintenance of skill levels. In addition to academics goals, IEPs include ones related to: communication, self-help, and motor skills, as well as adaptive behaviors. Historically, for all students, estimates of progress have been based on IEP goal achievement. IEP goals developed with input from all members of a team, which includes parents, teachers, therapists, and others, are updated quarterly.

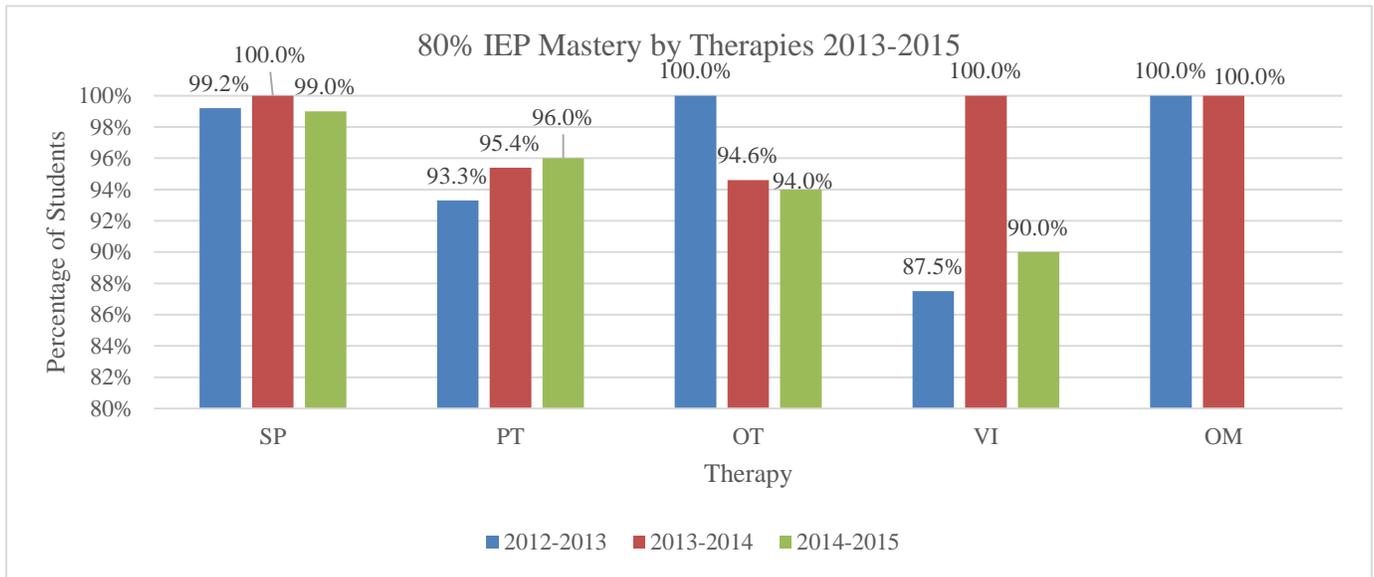


	Student Numbers: Met 80% Mastery	Student Numbers: Did Not Meet Mastery
2012-2013	134	5
2013-2014	139	3
2014-2015	134	9

(Enrollment numbers are not consistent with similar numbers reported at other locations in this document because these are “end of the year” numbers, whereas others reflect enrollment at the beginning of the school years)

Washington Center has a school-wide goal of 95% of students achieving mastery level on 80% or more of their IEP goals. During the 2014-2015 school year, 93.7% of students achieved this goal, a decrease from the

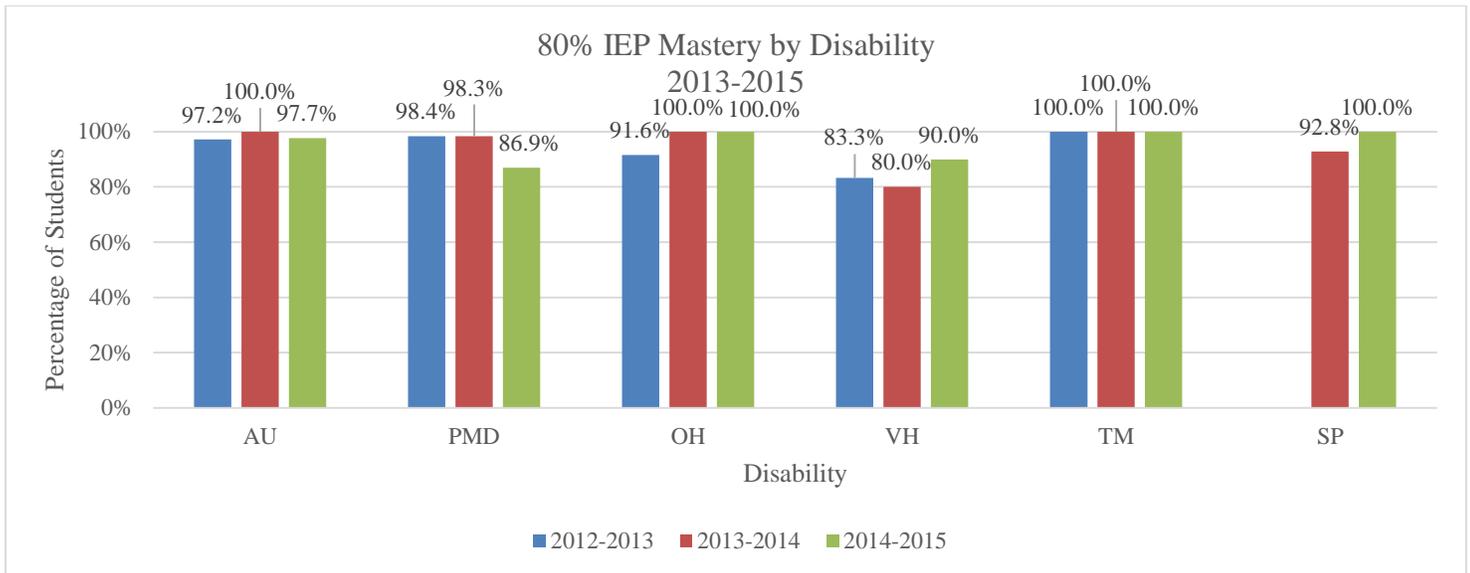
previous year (97.8%), as indicated by the preceding graph. The school student achievement goal for IEP Mastery, however, has been maintained during the targeted years



		Student Numbers: Met 80% IEP Mastery by Therapies				
		SP	PT	OT	VI	OM
	2012-2013	125	56	56	7	1
	2013-2014	110	52	53	7	1
	2014-2015	103	49	47	9	NA
		Student Numbers: Did Not Meet 80% IEP Mastery for Therapies				
		SP	PT	OT	VI	OM
	2012-2013	1	4	0	1	0
	2013-2014	0	3	3	0	0
	2014-2015	1	5	3	1	NA

The graph above shows IEP mastery results disaggregated by therapy goals for the 2012-2013 through the 2014-2015 school years. Regarding all therapy goals, mastery of greater than 80% was maintained and exceeded during the three year period.

There were no students served for Orientation and Mobility (OM) during 2014-2015 in that the one student who received O & M in previous years reached mastery levels and was dismissed. Only one student was served for Vision services (VI) during two of the reviewed school years. Students receiving speech therapy achieved the highest mastery average when compared with other therapies.



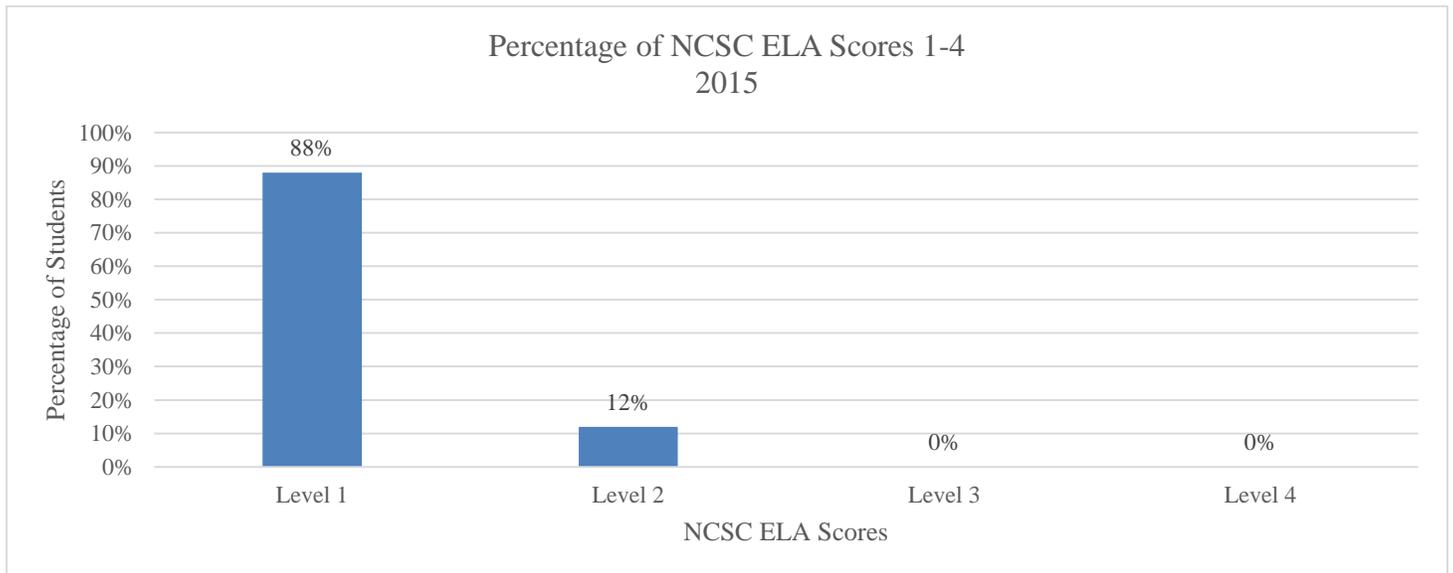
	Student Numbers: Met 80% IEP Mastery by Disability					
	AU	PMD	OH	VH	TM	SP
2012-2013	35	65	11	5	19	NA
2013-2014	41	61	4	4	19	13
2014-2015	44	40	2	18	17	14
	Student Numbers: Did Not Meet 80% IEP Mastery by Disability					
	AU	PMD	OH	VH	TM	SP
2012-2013	1	1	1	1	0	NA
2013-2014	0	1	0	1	0	1
2014-2015	1	5	0	2	0	0

Goal achievement data was also disaggregated by Education for All (EFA) codes. The largest number of students enrolled fell within the Profound Mentally Disabilities (PMD) and Autism (AU) classifications. Of those, and as might be expected, students in the PMD range performed less well with IEP mastery averages declining more than eleven percentage points during the 2014-2015 school year. 100% of students with moderate intellectual disability classifications (TM) achieved at least 80% goal mastery during all three school years. Shifts in IEP Mastery results for the 2014-2015 school year may be attributed in part to Special Educations Services' reclassification of EFA disability codes. Homebound students and ones previously classified as Preschool Disabilities were re-designated as Speech (SP) and Hearing Handicapped (HH) due to higher funding weights.

South Carolina Alternate Assessment (SC-ALT)

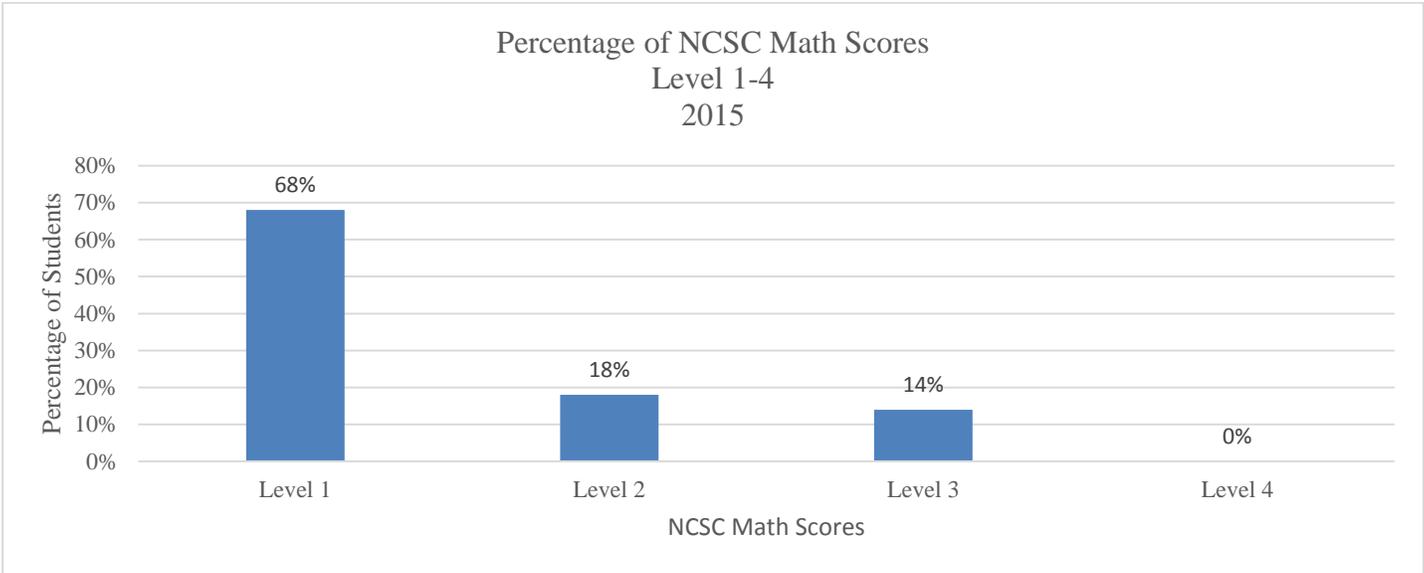
Beginning with pilot testing (Fall 2014), followed by operational testing (Spring 2015), an alternative assessment developed for South Carolina and administered through the South Carolina National Center and State Collaborative Assessment (SC-NCSC) has been used with students ages 8 to 13 and 16 who have documented severe intellectual disabilities. The test measures ELA and Math skills, however, results cannot be compared with those from the previous South Carolina Alternate Assessment (SC-Alt) because of the change in test content and format. Beginning in 2015, ELA and Math were delivered in an online test format, leaving Science and Social Studies to continue to be assessed using the SC-Alt, using a hard copy version with manipulatives for ages 9-13 and 16 (Biology). Both assessments continue to use the four point scoring scale of Levels 1-4: Below Basic (Level 1), Basic (Level 2), Proficient (Level 3), and Exemplary (Level 4). New school-wide targets have been aligned with Goal One for Student Achievement in Washington Center’s action plan, and an increase of 3% annually has been targeted.

Prior to fall 2014, Washington Center students were administered the SC-Alt at ages 9-13 and age 16 which included items in four content areas: English Language Arts (ELA), Math, Social Studies, and Science, and scores were reported on the four point scale described above.



	Number of Students Per Level- ELA					
	2015					
Level 1	51					
Level 2	7					
Level 3	0					
Level 4	0					

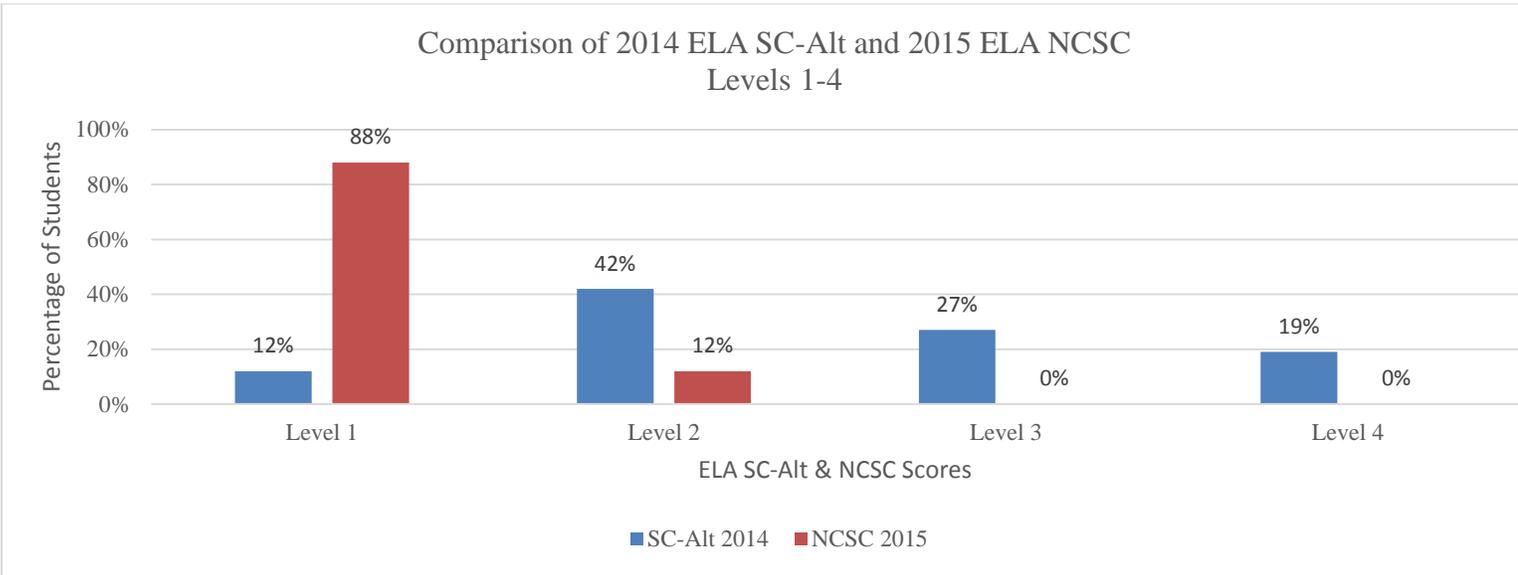
For spring 2015, 88% (51) of the 58 Washington Center students tested, scored at Level 1, while 12% (7) scored in the Level 2 range. No tested students scored in either Level 3 or Level 4 in ELA, reflecting the challenging nature of items on the new test.



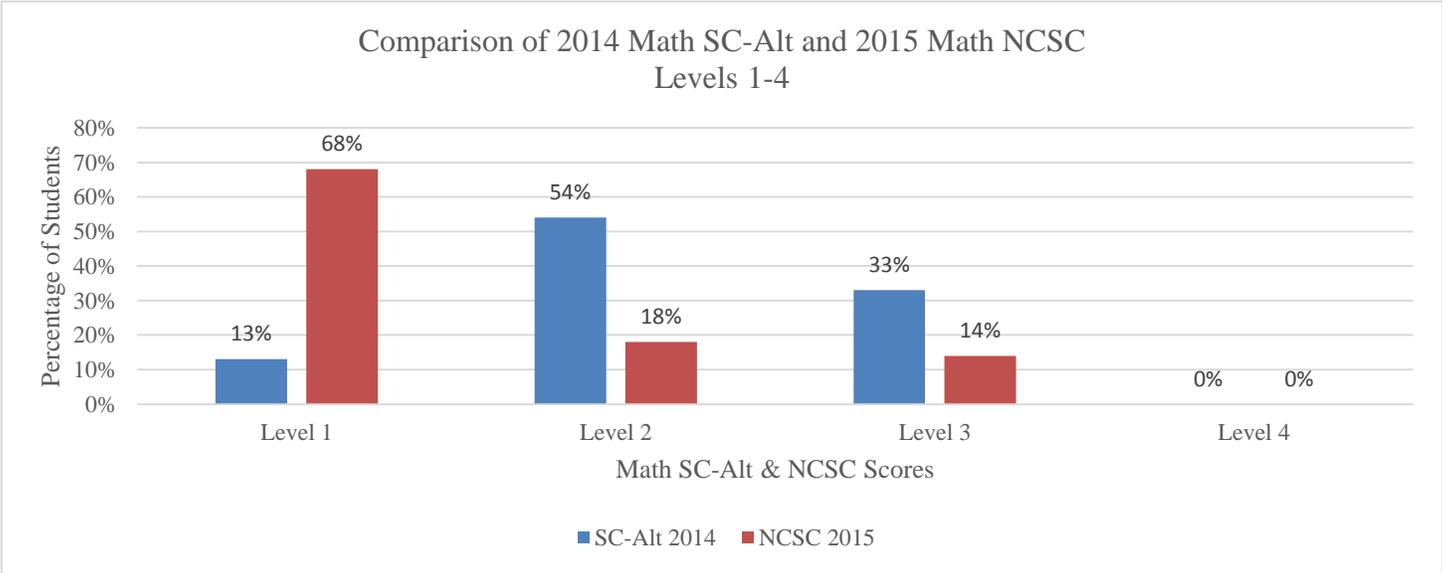
	Number of Students Per Level- Math					
	2015					
Level 1	39					
Level 2	11					
Level 3	8					
Level 4	0					

Fifty-seven Washington Center students were assessed using the 2015 SC-NCSC Math test. Of those tested, 39 (68%), scored at Level 1, 11 (18%), scored at Level 2, and 8 (14%), reached the level 3 criteria. No one scored at Level 4. Despite the rise in the number of students scoring at Level 3, overall scores were low due to the difficulty of the SC-NCSC test.

The following graphs represent comparisons between the SC-Alt and the SC-NCSC based on the subject areas of ELA and Math.

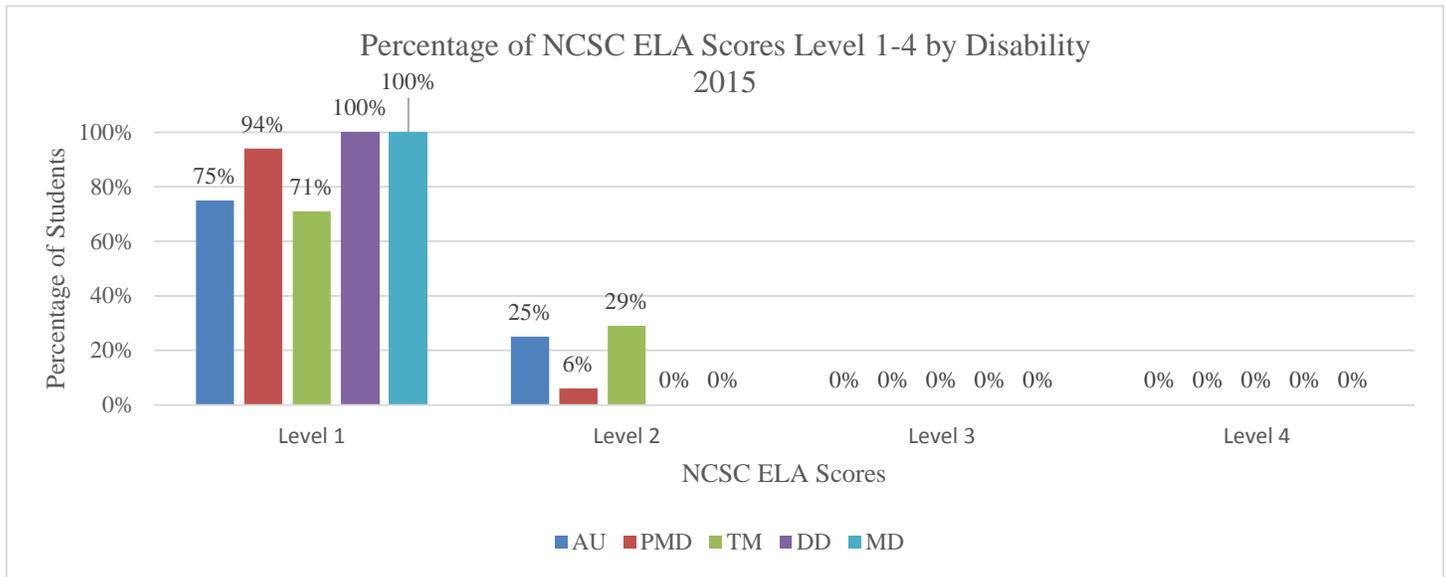


Results for ELA were similar to those generated by the math test in that a significant decline in scores is evident. Most students (88%) scored at Level 1 on the new test, compared with 12% at Level 1 the previous year when the old version of the test was administered. The comparison graph appears to validate the increased difficulty of the new test.



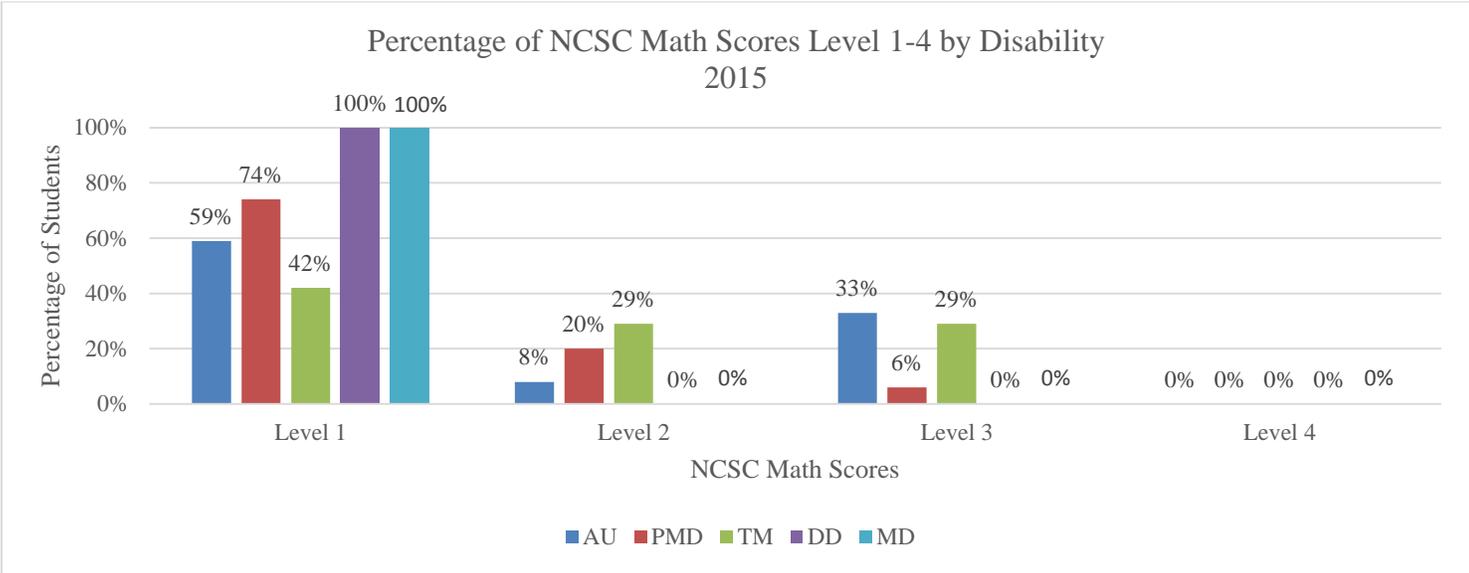
Results for ELA were similar to those generated by the math test in that a significant decline in scores is evident. Most students (88%) scored at Level 1 on the new test, compared with 12% at Level 1 the previous year when the old version of the test was administered. The comparison graph appears to validate the increased difficulty of the new test. The graph above shows the comparison between the 2014 SC-Alt Math and the 2015 SC-NCSC Math scores.

The following graphs and narrative relate to the percent of NCSC subject scores (Levels 1-4) disaggregated by student disability classifications.



	2015 SC-NCSC ELA Scores by Student Disability Numbers				
	AU	PMD	TM	DD	MD
Level 1	9	33	5	1	2
Level 2	3	2	3	0	0
Level 3	0	0	0	0	0
Level 4	0	0	0	0	0

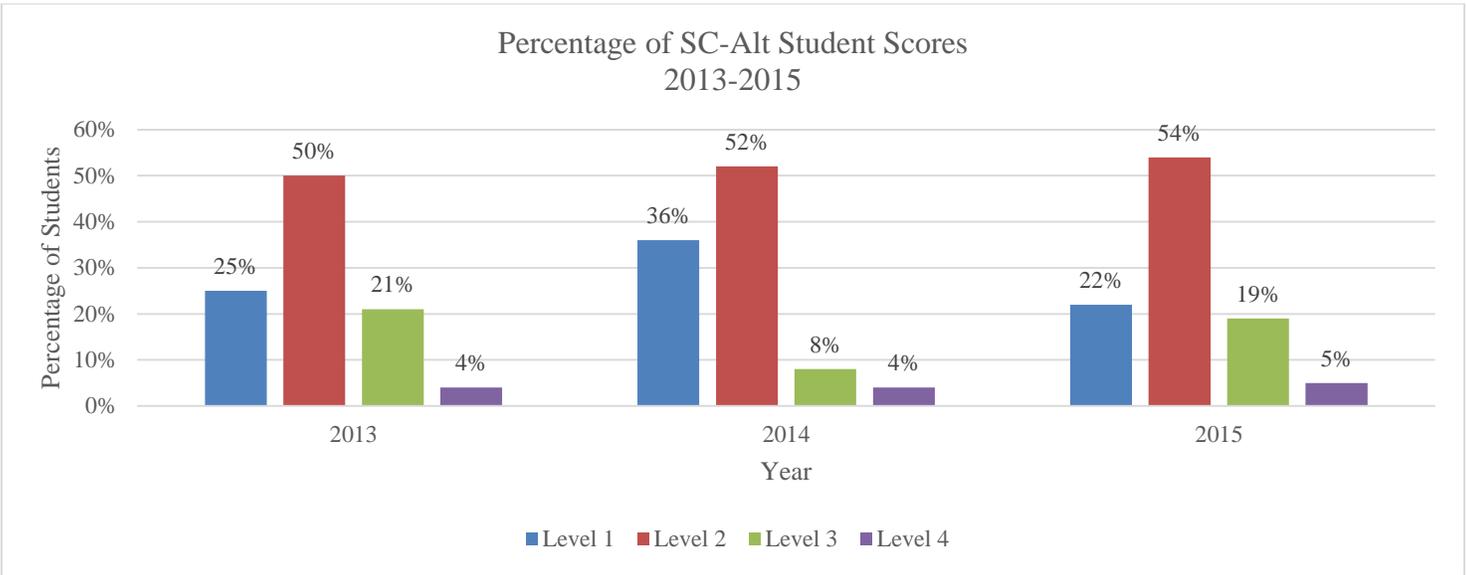
As noted in the ELA graph above, the three Washington Center tested students with classifications of Developmentally Delayed (DD) and Multiple Disabilities (MD) scored in the Level 1 range. Over half of the student population classified as Profound Mentally Disabled (PMS), Moderate Intellectual Disability (TM), and/or ones meeting the Autism classification criteria scored in the Level 1 range. Only eight students of the 58 students tested scored above Level 1. No student scored at Levels 3 or 4.



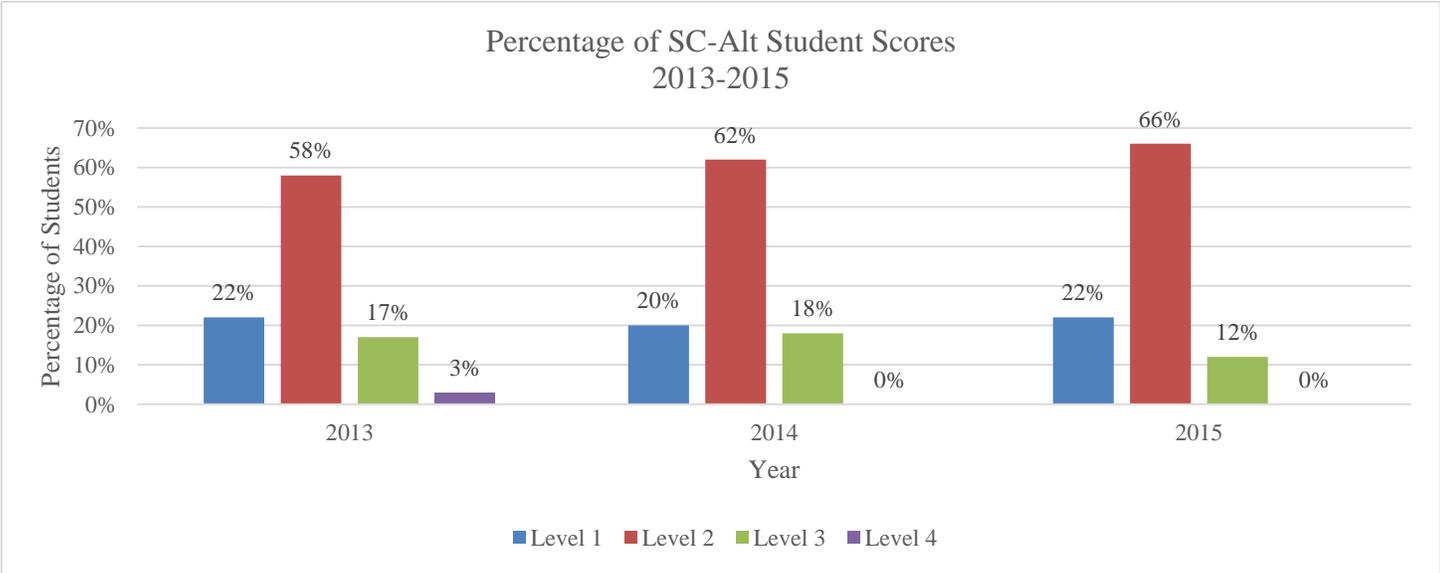
	2015 SC-NCSC Math Scores by Student Disability Numbers					
	AU	PMD	TM	DD	MD	
Level 1	7	27	3	1	2	
Level 2	1	7	2	0	0	
Level 3	4	2	2	0	0	
Level 4	0	0	0	0	0	

The graph above compares SC-NCSC Math scores by disability. The three Washington Center tested students classified as Developmentally Delayed (DD) and with Multiple Disabilities (MD) scored in the Level 1 range. Sixty percent of the student population classified as Profoundly Mentally Disabled (PMD), Moderately Intellectually Disability (TM), and/or having Autism (AU) scored in the Level 1 range. Ten of the 57 students tested scored at Level 2, and eight students scored at Level 3. No one scored at Level 4.

The next set of graphs and descriptions represent the percentage of SC-Alt subject scores by Levels 1-4 for the three year period. The SC-Alt test format remained consistent during this time period.



SC-Alt Science scores have improved during the last three years, as shown on the graph. Fewer students scored at the lowest level; and 24% reached the Proficient criteria (Levels 3-4), up from 12% reaching this level in 2014.



There was an increase in Level 2 scores generated by the 2015 SC-Alt Social Studies test and a slight decline in the percent of students scoring at Level 3.

Student Achievement Challenges and Related Goals (Needs Assessment):

Due to the severity of the disabilities of Washington Center students, academic and functional skills do not develop along a trajectory that is comparable to that of typically developing peers. As a result, strategies for measuring progress differ significantly from those that are appropriate for less involved students. Standardized

assessment do not reliably measure the progress of Washington Center students, and results generated are often of questionable reliability in the performance can be impacted by medical status, sensory abilities, motivation, range of motion, or a host of other factors. Modified versions of standardized tests are administered, however, Washington Center students frequently lack the skills required to perform in a manner that will reflect achievement with integrity.

With the advent of the SC-NCSC, Washington Center's Students Performance Goal was reconfigured. For 2015 ELA Proficiency Levels 3-4 were at 12%, which became the new baseline. Math Proficiency Levels 3-4 were somewhat higher, and 32% was established as the new Math baseline. The school has set a 3% annual gain as the current goal in each subject area.

The new SC-NCSC assessment requires online computer administration, lacks tangible manipulatives, targets grade-level academic standards, requires a writing component, and presents complex and lengthy text, all in addition to challenges imposed by the length of the test itself. Students are required to take the entire SC-NCSC test, as opposed to there being a designated ceiling point at which the test may be terminated.

State Department of Education Office of Testing representatives have been invited to Washington Center to observe the challenges being faced regarding testing; staff members serve on state committees advocating for more appropriate assessments; and, a concerted effort has been made at Washington Center to utilize instructional strategies that will better prepare students for the online tests. The Unique Learning System Curriculum, which is fully aligned with standards, is in use at Washington Center a minimum of three times a week; each teacher is required to introduce at least 16 standards in the four subject areas that will be tested; and, students receive daily opportunities to increase their familiarity with technology through use of iPads, Promethean Boards, and various types of assistive technology. Field trips, such as one to the Children's Museum, and virtual experiences focus on science instruction, as does the school's annual science fair.

Teacher and Administrator Quality

Washington Center faculty and staff members participate in ongoing professional development. Each year, the areas in which training is needed are explored with faculty, staff, and district personnel via Steering Committee, surveys, teacher recommendations, district information shared at August principals' meetings, and information shared through Special Education Services. Based on those findings, in addition to input from administration, a fluid professional development calendar is developed- one that allows for additions through the year, based on need and availability of funds. Currently, there are a few district-sponsored workshops that relate directly to work with students with low incidence disabilities; however, the annual technology conference and Special Education Services' compliance trainings are valuable, and participation is encouraged.

In-service training that is more specific to Washington Center students is developed internally, and in recent years has targeted the following: implementation of the Unique Learning Systems curriculum, data collection methods, lesson planning, new teacher mentor support, student medical needs and emergency procedures, lifting and positioning training, Alternative Assessment administration, due process/IEP development, Crisis Prevention Training (CPI), Applied Physical Training (APT), characteristics and methods for teaching students with Autism, website development, technology integration, safety training, recognizing child abuse, teenage suicide awareness, PAS-T training, book studies, PAS-T goals, instructional strategies, and professionalism goals.

Unique Learning Systems Curriculum: In response to an identified need for a consistent curriculum across the district for the Special Education population, the Unique Learning Systems curriculum was chosen, and implementation began during the 2013-2014 school year. This program addresses Common Core standards, communication, and social/emotional development objectives, as well as coping and transition skills. Additionally, assessment tools designed to help with monitoring student progress are included and utilized as PAS-T student achievement benchmarks. The Unique Learning Systems curriculum provides each teacher with a set of monthly plans which can be adapted for varying ages and ability levels. Lessons include suggested arts and crafts projects, snacks to prepare, songs, fine and gross motor activities, and News2You current events and videos. All of Greenville County Schools' self-contained special education teachers are provided with six-hours of training in the use of this curriculum, and during the summer of 2015, a seven-hour advanced training was held.

Online Data Collection: Currently, teachers are responsible for taking quantitative data daily for each of their students. An online data collection system is being piloted by several teachers in an effort to develop recording procedures that are uniform, comparable, and consistent for all students.

Lesson Planning: During the 2013-2014 school year, a committee of teachers met to find an online system that would generate more consistent and more easily monitored lesson plans. OnCourse Lesson Planning was chosen, and beginning with spring 2014, teachers were trained to follow a prescribed format which allows flexibility within the required components. This program is linked to standards, allows plans to be archived and shared, and includes an administrator feedback option. The quality of lesson plans has improved as a result of the specificity of requirements and ease with which administrators can comment and make suggestions. Plans are unified and organized, and they are a part of a comprehensive system for writing, sharing, and reviewing activities and instruction planned for students.

New Teacher Mentor Support: New teachers at Washington Center are assigned a mentor who provides support, information, and encouragement during that first year at the school. Mentors, who have been trained by the district

during a three day summer workshop, meet monthly with new teachers for questions/answer sessions and to engage in collaborative problem solving. Also, mentoring teachers are required to observe assigned mentees twice during the first school year; once in the fall and once in the spring. The school's instructional coach oversees the mentor program by scheduling meetings, regular observations, and support conferences with mentors and mentees.

Medical and Safety Training: All staff members, including bus drivers, participate in annual training related to relevant medical practices and procedures. Individual plans are developed for students who require specific medical interventions, and nurses train all staff members in emergency response procedures, tube feeding, and management of students during and after seizures. Additionally, classroom staff members are given instruction related to medical orders that are specific to students for whom they provide care (e.g. special feeding, Diastat and Vegas Nerve Stimulator (VNS), suctioning techniques and Epi-pen and asthma inhalers). Also, by means of both classroom instruction and actual drills, a team of ten emergency responders recertify every two years for Applied Physical Training, AED, Cardiopulmonary Resuscitation (CPR) and First Aid. All employees view the mandatory safety training videos which are provided on the Greenville County portal. These include: FERPA: Confidentiality of Records, Blood Borne Pathogens, Exposure/Prevention, Greenville County Schools Code of Ethics, Slips, Trips, and Falls, Sexual Harassment, Staff-to-Staff, Hazard Communications, Right to Know and Back Injury and Lifting, General Safety Orientation, First Aid and Greenville Energy Conservation, Sexual Misconduct, Medication Administration Basics, Diastat Administration, and Seizures. A Certificate of Completion is provided for the employee based upon earning passing marks on quizzes that follow each training module. Staff members are encouraged to view other training videos such as: Disruptive Student Behavior and Playground Supervision. Washington Center has compiled a specifically designed *School Safety Manual* which all staff are required to review yearly, and the safety administrator may assign Safe School courses as a follow-up to an employee following an accident or injury. This year Washington Center was chosen for a district safety award based on the priority the school places on following safety procedures and practices.

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

Alternate Assessment: Because the state assessments prescribed for typically developing students are not appropriate for ones attending Washington Center, an "alternate assessment" for students with severe disabilities

is administered. **Eligibility for alternate assessment is determined by student IEP teams, based on criteria outlined by the state.** In order to prepare to administer the alternate assessment, teachers of qualifying students who do not have previous experience with the test must attend a full day workshop for SC-Alt (Science and Social Studies) conducted by the State Department of Education. At this training, teachers are given information about test components and administration rules, and are given opportunities for practice. Subsequently, district personnel annually conduct two hour refresher trainings which include an overview of the alternate assessment, updates on procedures, and directions regarding the distribution and return of materials. During the 2014-2015 school year, South Carolina introduced a new online format for ELA and Math alternate assessments, the National Center and State Collaborative (NCSC) Alternate Assessment. Each year, all test administrators are trained through a series of modules and quizzes online, and additionally, school-based professional development is provided relating instructional strategies designed to enhance achievement.

Due Process/IEP Development: Prior to receiving special education services, students must be evaluated to determine if they meet eligibility under the Individuals with Disabilities Education Act (IDEA). Following initial placement, eligibility determination reviews are conducted at three year intervals to consider the appropriateness of a student's placement and classification as well as any possible need for additional assessment or accommodations related to instruction or testing. Data is gathered from staff members, parents, and service providers who know individual students well. Annual reviews are held, and new IEPs are developed each year with goals targeting academic and functional domains. Additionally, transition plans are generated for students 13 years of age and older.

Supporting Positive Behavior: One of Washington Center's goals is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behaviors. To reach this goal, the program offers numerous opportunities for student participation and recognition both at school and in the community. Students are taught appropriate behaviors in varied settings in order to avoid disruptions that can interfere with learning and limit community interactions. Parent handbooks and other information regarding school and classroom expectations are distributed and discussed on a regular basis; and, rules, often in a picture/symbol format, are posted in each class. Families are encouraged to participate on school committees, to practice skills designated in the Individualized Education Program (IEP), and to encourage and honor the successes of their children. Student discipline is the responsibility of all Washington Center staff members, and it is a responsibility that is shared with families. Students identified with serious behavioral difficulties are referred for a Functional Behavior Assessment (FBA) from which a Behavior Intervention Plan (BIP) is generated and included in the IEP. These are described in the Washington Center Profile.

Autism Training: During the 2015-2016 school year, Special Education Services is offering an Autism Institute with one hour sessions available to administrators, teachers, and paraprofessionals. Among the topics are: Introduction to Autism, Avoiding the Power Struggle with Students, Awareness of Bullying and Autism, Responses to Agitation, Escalation & Meltdown in Individuals with ASD, Low Tech Assistive Technology to Support Communication, Understanding the Dually Diagnosed Student (Gifted and Autistic), and Who is “on” That New Diet? “The Sensory Diet.” A fourteen hour professional development training in the TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) approach was offered in the summer of 2015. Several Washington Center administrative staff members and teachers attended this training.

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

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

Washington Center’s technology committee monitors changes in technology and makes recommendations regarding devices that could be beneficial for students. Also, a number of Washington Center teachers have participated in the Upstate Technology Conference, both as presenters and as conferees. The staff is committed to achieving and maintaining 100% technology proficiency by participating in Intel by renewing every five years with thirty hours of technology credit.

PAS-T Training: The Performance Assessment for Teachers (PAS-T) is Greenville County Schools’ evaluation tool used to monitor and support teacher performance. Teachers rotate through a five year cycle and are evaluated

formally when they are in Cycle Five; however, teacher evaluation is required in some form every year. PAS-T domains are: knowledge of curriculum, instructional planning, instructional delivery, assessment, learning environment, communication, professionalism, and student achievement for learning objectives. School-wide goals are shared by faculty and staff to maintain a cohesive professional environment. These goals are included in a Student Learning Objective (SLO) form completed by teachers each year. Unique Learning System Benchmark testing in ELA and Math with pre-test results analyzed; peer and administrator observations; self-reflections as needed; and specific teacher professional development goals are recorded in this form. This year teachers have set a professional development goal which requires, at a minimum, implementation of the following strategies: 1. Completion of two peer observations, 2. Participation in 24 hours of professional development, 3. Development of monthly newsletters, 4. Display of instruction aligned items on hall bulletin boards, 5. Maintenance of up-to-date Technology Proficiency, 6. Utilization of the Unique Learning Systems curriculum at least three times weekly. Student Learning and Achievement goals have been modified due to test formal and IEP modifications. Fifteen percent or more of students participating in the NCSC ELA will score at Basic and above (Levels 2-4). Thirty-five percent or more of students participating in NCSC Math will score Basic and above (Levels 2-4). During August through May of the current school year, 95 percent of students will maintain a mastery level of 100 percent based on IEP goals. During the 2015-2016 school year, a “Student Centered Specialized Instruction Series” has been presented each month with professional development points awarded for attendance. Teams made up of teachers have presented applicable one-hour sessions each month. Topics addressed have been: Behavior Management, Transition Planning, Technology, Connecting Data to IEP Goals, ELA, Math, and Science/Social Studies.

Book Studies: The book, Who Moved My Cheese?, was presented and discussed at the beginning of the school year during training for faculty and staff. Follow-up small group discussions of the book’s philosophy were held in March.

Washington Center Professional Development 2015-2016

August	September	October	November	December	January	February	March	April	May
Student Medical Needs Training	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting
SLP Training	Grid 2 Player Training and practice session	New Teacher Training	New Teacher Training	New Teacher Training	New Teacher Training	New Teacher Training	New Teacher Training	New Teacher Training	New Teacher Training
Internet Safety	New Teacher Training	School Portfolio Strategic Plan Committee	School Portfolio Strategic Plan Committee	School Portfolio Strategic Plan Committee	School Portfolio Strategic Plan Committee	School Portfolio Strategic Plan Committee	School Portfolio Strategic Plan Committee		
CVI (Cortical Vision) Training	Steering Committee meeting	Steering Committee Meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting
Student Genetic Related Syndromes	Google Drive Basics	Student Centered Specialized Instruction: Behavior Management	Student Centered Specialized Instruction: Transition		Student Center Specialized Instruction: Technology	Student Center Specialized Instruction: IEP Data	Students Centered Specialized Instruction: ELA	Student Centered Specialized Instruction: Math	Student Center Specialized Instruction: Science & Social Studies

August-continued	September-continued	October-continued	November-continued	December-continued	January-continued	February-continued	March-continued	April-continued	May-continued
Team Building Activities		Sheltered Workshop tours	Parent Night with service providers presentations		Alternate Assessment Training for New Teachers	Skype Workshop	Book study- <u>Who Moved My Cheese?</u>	Document workshop	
Website Creations			Donors Choose/Grant Workshop		Science Fair Workshop	Alternate Assessment Refresher Training			
APT/CPI Refresher Training			Science Support Guide Workshop		Windows 8 Training	Annual Review Training			
Steering Committee Meeting									
OT/PT Training for new staff									
OnCourse Training-new faculty									
Unique Training									

Washington Center Professional Development 2016-2017

August	September	October	November	December	January	February	March	April	May
Student Medical Needs Training	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting
SLP Training	Speech Workshop- new programs	New Teacher Training	New Teacher Training	New Teacher Training					
Internet Safety	New Teacher Training	School Portfolio Strategic Plan Committee							
Student Syndrome Training	Steering Committee meeting	Steering Committee Meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting	Steering Committee meeting
Student Genetic Related Syndromes	Book Study	Student Centered Specialized Instruction	Student Centered Specialized Instruction		Student Center Specialized Instruction	Student Center Specialized Instruction	Students Centered Specialized Instruction	Student Centered Specialized Instruction	Student Center Specialized Instruction

August-continued	September-continued	October-continued	November-continued	December-continued	January-continued	February-continued	March-continued	April-continued	May-continued
Team Building Activities	On-line PAS-T Portfolio Training	Group Home tours	Parent Night with service providers presentations		Alternate Assessment Training New Teachers	Technology Workshop			
Website Creations			Technology workshop		Science Fair Workshop	Alternate Assessment Refresher Training			
APT/CPI Refresher Training						Annual Review Training			
Steering Committee Meeting									
OT/PT Training for new staff									
OnCourse Training-new faculty									
Unique Training for new faculty									

Action Plan

Student Achievement

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL (Maintenance): During the 2013-14 through 2017-18 school years, 95% percent of IEP goals will be mastered as measured by annual review data averages.

ANNUAL OBJECTIVE: During August through May of the 2015-16 school year, 95% of IEP goals will be mastered as measured by end of IEP averages.

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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95%	95%	95%	95%	95%		
Actual Performance	95%	96.4%	97.8%	98.7%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
1. Provide support through progress report reviews, IEP updates.	Quarterly Updates	Administration & Teachers	No cost to school	NA	Written Feedback/ Reports produced and sent home
2. Amendment procedures for inappropriate objectives	08/13-05/16	Program Facilitator	No cost to school	NA	Log of Amendment Meetings
3. Due Process annual training	08/13-03/16	Program Facilitator	No cost to school	Washington Center/Special Education Services	Log of attendees/ Webinar completion verification
4. Provide technology & training to enhance standards-based instruction: Unique Learning System, Doceri App, Ipads, laptop batteries, Zygo Grid 2 Player (Speech), Computer Refresh	08/13-05/16	Administration/ Media Specialist	2014-15: Unique Learning System - \$3,878.87 District funds, iPads - \$1,738.01; Doceri -\$810.00 Local funds 2015-16: Ipads- \$2,11.50, laptop batteries, Zygo Grid for Speech \$1,200.00 Computer refresh purchases \$7,421.97 + \$3,773.58 = \$11,195.55	IDEA, School District, Special Education Services, Grants	Log of purchases

5. Provide technology training	Rubicon Atlas, OnCourse, EasyIEP, Doceri, iPad, Google Drive & Website, Grid 2 Windows 8, Skype 8/13-5/16	Administration	No cost	NA	Professional Development documentation through Portal registration
6. Expand behavior intervention strategies: TEACCH Training	10/13	Administration	No cost to school	Special Education services	Log of attendees, agenda, implementation use through BIP development, instruction observations
7. Include all related arts & services in support for IEP instruction	08/13-6/16	Administration	No cost to school	NA	Student achievement documentation from teachers
8. Provide Physical Therapy equipment to meet IEP goals	8/12-6/16	Special Education Services/ Administration	2014-15 \$6,762.00 2015-16 \$6,111.17	IDEA/Grants/ Student Activity Funds	Log of purchases
9. Receive training in and implement the Unique curriculum	7/13-6/16	Special Education Services/ Administration	No cost to school	NA	Portal Professional Development documentation/ Lesson Plan documentation/ SLO goal documentation

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL:

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

ANNUAL OBJECTIVE: During the 2015-16 school year, 15% or more of students participating in NCSC ELA will score at Basic and above (Levels 2-4).

DATA SOURCE(S): NCSC scores for ELA

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

*The new test, administered Spring 2015, is far more challenging than previously administered tests. Most items are well outside the academic range of students with severe and profound intellectual disabilities.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
1. Train staff in the use and implementation of Alternate Assessment procedures	1/14-2/14 9/14-11/14 1/15-2/15 1/16-2/16	SC Department of Education, District Test Coordinator	No Cost to School	Special Education Services and SC Department of Education	Training Agenda, roster of attendees, evaluation comments.
2. PAS-T requirements of 16 standards yearly per subject area for all instructional staff	SLO End of Year updates	Teachers	No cost to school	NA	PAS-T evaluation & SLO forms
3. Require standards listing on weekly lesson plans	Weekly	Teachers	No cost to school	NA	Lesson plans
4. Represent school in state sponsored alternate assessment committees		<i>See Below</i>			
a. Represent school & district on committees	11/13 - 3/16	School Test Coordinator/Admin/ Teachers	No cost to school	State Department of Education	Record of meeting attendance
b. Participate in new assessment development/pilot testing	5/14 10/14	School Test Coordinator/ Admin/ Teachers	No cost to school	State Department of Education	Record of participation/ test submissions
5. Provide technology & training to enhance standards-based instruction: Unique Learning System, Doceri App, Ipads, laptop batteries, Zygo Grid 2 Player (Speech), Computer Refresh	08/13-06/16	Administration	2014-15: 2014-15: Unique Learning System - \$3,878.87 District funds, iPads - \$1,738.01; Doceri -\$810.00 Local funds 2015-16:	General Funds, PMD, Communication, Donations, Grants, student Activity Funds	Record of purchases, Use reflected in ePAS summaries & observations

			Ipads- \$2,11.50, laptop batteries, Zygo Grid for Speech \$1,200.00 Computer refresh purchases \$7,421.97 + \$3,773.58 = \$11,195.55		
6. Provide information/ workshops for Common Core Connector Standards	08/13-06/16	Administration	OnCourse yearly fees: \$1,719.84	Local accounts	Discussion of Common Core Standards during Faculty Meetings and resources shared. Link on OnCourse Lesson Planner Science Support Guide Workshop
7. Use of Unique curriculum 3 out of 5 days or 60% weekly	08/14-5/16	Teachers	No cost to school	Special Education Services	Lesson plans/SLO documentation
8. Use of weekly bulletin boards displaying standards- based- labeled student work	08/14-5/16	Teachers	No cost	NA	SLO documentation
9. Use of OnCourse Lesson Planner for Standards Links	6/14-6/16	Teachers	OnCourse Yearly Fees: \$1,719.84	Local accounts	OnCourse weekly record of lesson plans
10. Training in use of Science Support Guide	11/10/15	Instructional Coach	No cost	NA	Record of attendance
11. School-wide Science Project Activities	1/28-1/29/16	Administration	\$550.00	Student Activity Funds	Schedule of activities

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

ANNUAL OBJECTIVE: During the 2015-16 school year, 35% or more of students participating in NCSC Math will score at Basic and above (Levels 2-4).

DATA SOURCE(S): NCSC scores for Math

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

*Lower baseline needed because of the increased rigor of the new test. Most items are outside the range of students with severe and profound intellectual disabilities.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
10. Train staff in the use and implementation of Alternate Assessment procedures	1/13-2/13 1/14-2/14 9/14-11/14 1/15-2/15 1/16-2/16	SC Department of Education, District Test Coordinator	No Cost to School	Special Education Services and SC Department of Education	Training Agenda, roster of attendees, evaluation comments.
11. PAS-T requirements of 16 standards yearly per subject area for all instructional staff	Quarterly data periods	Administration	No cost to school	NA	PAS-T evaluation and portfolio reviews
12. Require standards listing on weekly lesson plans	Weekly	Administration	No cost to school	NA	Evidence of listings
13. Represent school in state sponsored alternate assessment committees		<i>See Below</i>			
c. Represent school & district on committees	11/5/13 11/18/14 Summer 2015 3/16	School Test Coordinator/ Admin/ Teachers	No cost to school	State Department of Education	Record of meeting attendance
d. Participate in new assessment development/pilot testing	5/14 10/14	School Tet Coordinator/ Admin/ Teachers	No cost to school	State Department of Education	Record of participation/ submission of completed tests
14. Provide technology & training to enhance standards-based instruction: Unique Learning System, Doceri App, Ipads, laptop batteries, Zygo Grid 2 Player (Speech), Computer Refresh	08/13-06/16	Administration	2014-15: Unique Learning System- \$3,878.87 District funds, iPads - \$1,738.01; Doceri -\$810.00	General Funds, PMD, Communication, Donations, Grants, student Activity Funds	Record of purchases, Use reflected in ePAS summaries & observations

			Local funds 2015-16: Ipads- \$2,11.50, laptop batteries, Zygo Grid for Speech \$1,200.00 Computer refresh purchases \$7,421.97 + \$3,773.58 = \$11,195.55		
15. Provide information for Common Core Standards	08/13-05/16	Administration	No cost to school	NA	Discussion of Common Core Standards during Faculty Meetings and resources shared. Link on OnCourse Lesson Planner
16. Use of Unique Learning Systems curriculum 3 out of 5 days or 60% weekly	08/14-5/16	Teachers	No cost to school	Special Education Services	Lesson plans/ SLO Goal documentation
17. Use of weekly bulletin boards displaying standards-based- labeled student work	08/14-5/16	Teachers	No cost	NA	SLO Goal documentation PAS-T notebook documentation
18. Use of OnCourse Lesson Planner for Standards Links	6/14-6/16	Teachers	\$1,719.84	School Local accounts	OnCourse record of lesson plans

Quality Personnel

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PROFESSIONAL DEVELOPMENT

FIVE YEAR PERFORMANCE GOAL: During the 2014-15 through 2017-18 school years, teachers will demonstrate professionalism through reaching 100% criteria in school-wide areas of professional measurement.

(Note change in goal from previous year- new baseline established 2014-15)

ANNUAL OBJECTIVE: During the 2015-16 school year, 100% of teachers will meet the following criteria:

- **Observe in at least two classrooms**
- **Obtain 24 hours of professional development**
- **Display monthly student work themed hallway bulletin boards labeled with title, standards**
- **Develop and post monthly parent/information newsletters**

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

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

Actual Performance				100%			
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STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Schedule & conduct two peer observations	9/14-5/16	Classroom/ Related Teachers	NA	NA	Two written Summaries/ Reflections of Observation: Peer Observation Summary
Attend 24 hours of Professional Development	9/14-5/16	Classroom/ Related Teachers	NA	NA	Evidence of attendance: PD Printout/ Agenda, ePAS summaries
Work Attendance of at least 93%	8/14 – 6/15	All Staff	NA	NA	End of Year attendance for current school year (Goal discontinued)
Monthly informational newsletters	9/14-5/16	Classroom/ Related Teachers	NA	NA	Monthly newsletter samples Posting on website &/or delivered to parents & Linked to Lesson Plans, ePAS summaries
Display monthly student work themed hallway bulletin boards labeled with title, standards	8/15-5/16	Classroom/ Related Teachers	NA	NA	SLO documentation, samples in PAS-T notebooks, Observations and ePAS summaries

School Environment

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

ANNUAL OBJECTIVE: During the 2015-16 school year, 100% of classes will participate in at least two community-based outings (on or off campus) and two typical peer activities.

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
CBI trips & Community Experiences	9/13-5/16	Program Facilitator	No cost	Funded by district	CBI Rosters
Christ Church Reading Buddies	10/14-5/16 (Once weekly)	Instructional Coash	No cost	NA	Attendance rosters
Olympic activities Challenge/ Bob Jones Furman/ Track and Field	9/26/2014 4/20/16	Administration, PE Teacher	\$2,000.00 \$1,800.00	Transportation Funded by PTA	Roster of attendees, schedule, programs
Boo in the School with community volunteers	10/31/14- 10/30/15	Halloween Committee	No cost	NA	Schedule and Log of attendees
Christmas Activities with community volunteers	12/14 & 12/15	Christmas Committee/ Christ Church Volunteers	No cost	NA	Schedule and Log of attendees
Valentine Pageant and Dance with community volunteers and attendees	2/13/15 & 2/12/16	Valentine Committee/ Shannon Forest & Brashier Middle College Volunteers	No cost	NA	Program and log of attendees
Craft Day with community volunteers and attendees	5/8/15, 11/13/15, 5/6/16	Craft Day Committee/ Christ Church Volunteers	No cost	NA	Schedule including volunteer assignments
Virtual/ Skype Field Trips	8/14-5/16	Classroom teachers	As required per order	Classroom funds	Documentation by lesson plans
Children's Museum	11/6/14 12/3/15	Program Facilitator	\$1,800.00 \$1678.16	Greenville County Medical Society Alliance, 2014-15 Student Activity Funds, 15-16	Bus rosters

Freedom Walk	2/27/15 2/26/16	Freedom Walk Committee	No cost	NA	Schedule of events lessons/ bulletin boards
Off Campus Play	4/14/15 3/15/16	Program Facilitator	\$677.85 2015 \$700.00 2016	School Donations (Student Activity funds), CBI Funding	Bus rosters
Community Day	5/22/15 5/27/16	Community Day Committee	No cost	NA	Schedule of activities and volunteer assignments
Law Enforcement Interactive Lessons	2/15-5/15	Instructional Coach	No Cost	NA	Schedule and Lesson Plans
Activities with Sara Collins peers	1/28/16 (Science Day)	Administration	No cost	NA	Schedule of days' events
Teacher Cadet visits and activities	9/13-5/16	Instructional Coach	No cost to school	NA	Schedule of placements Roster of attending students

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

ANNUAL OBJECTIVE: During the 2015-16 school year, SIC and Steering Committees will serve as community, parent and staff mechanisms for school program input along with PTA.

DATA SOURCE(S): Committee Agendas and Meeting Summaries

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			One monthly meeting per committee, school calendar year	One monthly meeting per committee, school calendar year	<i>One monthly meeting per committee, school calendar year</i>		
Actual Performance	Number of meetings: PTA- 10 SIC-0 Steering-0	Number of meetings: PTA- 10 SIC-0 Steering-0	Number of meetings: PTA- 10 SIC-3 Steering-4	Number of meetings: PTA – 11 SIC- 8 Steering-8			

STRATEGY	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Activity					
PTA	7/14-5/16	PTA President	No cost	NA	Agendas
Walk & Roll	4/25/15 4/9/16	PTA President	\$3,000.00	\$18,000.00	Completion of event
Teacher Grants	8/15-6/15	PTA President	\$6,000.00	Walk and Roll	Ordering supplies and completion of projects

SIC	9/14-5/16	SIC chair	No cost	NA	Agenda
Parent Workshops 1. Palliative Care 2. Financial Planning 3. Medicaid 4. Transitioning	4/15/15 3/18/15 2/3/16 4/14/16	Administration PTA	Meals for parent attendees	PTA funds	Agenda and roster of attendees
Steering	9/14-5/16	Administration	No cost	NA	Agendas and Meeting notes

Appendix Section

Washington Center 2014-2015 School Portfolio

Website link to 2014-2015 Washington Center School Report Card:

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301902.pdf>