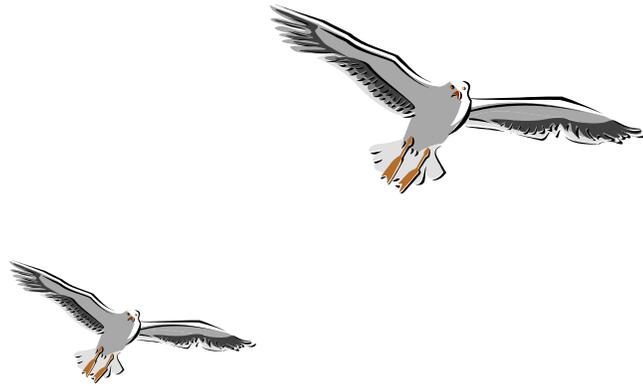


**WASHINGTON CENTER
Special Education K-12
Principal: Dr. Penny Rogers**



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

Scope of School Action Plan:

2018-19 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Washington Center

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

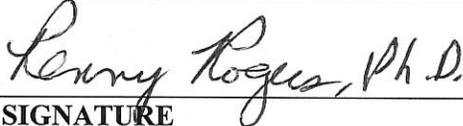
Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

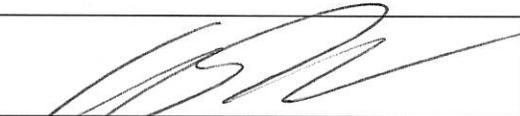
SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Penny Rogers		5-3-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Nardia Lloyd		5-3-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Linda R. Thigpen		5/3/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2 Betty Spencer Drive, Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-0250

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Dr. Penny Rogers
2. School Portfolio Committee Lead Teachers	Sarah Ashworth Nardia Lloyd Elizabeth Piper McKenzie Riley
3. Parent/Guardian	Valerie Allen
4. Community Member	Ann Poole
5. Paraprofessional	Linda Michael
6. PTA President	Susie Robison
7. School Improvement Council Chair	Nardia Lloyd
8. Read to Succeed Reading Coach	Linda Thigpen
9. School Read To Succeed Literacy Leadership Team Lead	Linda Thigpen
10. School Read To Succeed Literacy Leadership Team Member	Linda Thigpen

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="radio"/> Yes	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day</p>

<input type="radio"/> No <input checked="" type="radio"/> N/A	<p>programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

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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 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 parents, community members, faculty, staff, therapists and administrators. For this project, teachers were divided into three committees, and each was assigned a chairperson, who was a teacher in her formal evaluation year. This individual met with the instructional coach for assignments and guidance, and then with assigned groups to give each individual a designated task within October through May timelines. Groups met on a regular basis to complete sections of the document, and committee members communicated regularly via both emails and scheduled meetings. Content includes information from PTA, SIC, Steering Committee, therapists, administration, and Health and Food Services. Completed assignments were forwarded to administrators for review and editing, and content information was shared, reviewed and revised during committee, faculty, PTA and SIC meetings. The final document was then submitted to the Central Office, posted on the school website, and maintained at the school as a hard copy for public view.

EXECUTIVE SUMMARY

Needs Assessment or Findings for Student Achievement

Student achievement at Washington Center is measured by daily formative assessment, regular summative assessment, and standardized testing. The goal of instruction is to develop functional skills related to communication, academics, mobility, and social interaction- areas addressed via individualized goals. The school's IEP annual objective is to have 95% of students achieve mastery on 80% or more of their IEP goals. In response, teachers and therapists met regularly during the 2016-2018 school years to analyze student progress. As indicated by data, student mastery averages rose from 86% in 2016 to 96.87% in 2017 and 94.3% in 2018, attributed to the ongoing co-analysis of student progress. At Washington Center, alternate assessments are used to comply with federal guidelines which require that student progress be monitored using standards-based assessments. For the 2016-2017 school year, in ELA the projected goal was 12% above Below Basic (Level 1), and students exceeded the goal with 22% above Below Basic. In Math, the projected goal was 40% above Below Basic and students scored 35% for a 5% decrease. Washington Center anticipates a 2018 three percent annual improvement in both ELA and Math, beginning with a baseline of 25% for ELA and 38% for Math. The SC-Alt which was used for all subjects prior to 2015 was administered only for Science and Social Studies in 2016 since the newer SC-NCSC was available. 2017 testing yielded 32.5% Proficient score averages (Level 3) in Science and 30% Proficient score averages in Social Studies. Test results were disaggregated to determine areas of strength and weakness by disability classifications, and the information generated was used to determine areas for instructional emphasis. Maintaining a 3% yearly increase in ELA and Math alternate assessment scores continues to be a school-wide goal as described in the school's action plan. More information about Washington Center's Student Achievement can be found through the 2016-17 State School Report Card results: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=902>

Needs Assessment or Findings for Teacher and Administrator Quality

Since 2014 teachers have been required to:

1. Show measurable increases in student academic and IEP performances.

2. Observe at least two colleague's classes and record reflections.
3. Participate in a minimum of 24 hours of professional development.
4. Display monthly standards-based bulletin boards.
5. Maintain technology proficiency.
6. Develop and post monthly classroom newsletters and updated websites.
7. Submit at least one grant request that supports classroom and/or school-wide funding
(added in 2017-18)

These expectations are a part of each teacher's yearly Student Learning Objective (SLO) for which teachers have met all criteria.

Beginning 2018-19, the school focus will be on recruiting and retaining qualified personnel. Maintaining high standards of teacher professionalism as described above, with the addition of PLC participation, continues as criteria for insuring teacher/administrator quality.

Needs Assessment or Findings for School Climate

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

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

With the new five year rotation, the district and school focus of insuring safety during the school day will be a priority goal. The perceptions of a safe environment will be surveyed for parents and staff.

Significant Challenges

- Because students are served by multiple teachers and therapists, regular and efficient communication regarding student progress and goal attainment is a necessity.
- Changes in formats for standardized alternate assessments have made it difficult for teachers to adequately prepare students for testing; and, test content is all too frequently inappropriately challenging for this population.
- Identifying appropriate curriculum for students with low incidence disabilities was a challenge for many years; however, since 2013 the Unique Learning System, with standards based lessons, has been used effectively in Washington Center classes. Additionally, teachers now have access to the Attainment curriculum, a research-based program developed for students with intellectual disability or autism.
- Washington Center continues to research electronic data systems which will provide consistent collection and analysis of IEP progress in all classrooms.
- Teachers and staff members work to improve and maintain communication with parents and caregivers through the use of updated websites, newsletters, daily logs, use of the Remind App and a Friday afternoon phone update from the principal to parents and staff. Also, included on the school's website are video tapes of PTA meetings and links to You Tube, Facebook and Twitter accounts. A school yearbook is published every other year.
- The district's Student Services Department provides social work assistance when home visits are required, and an assigned social worker assists families with accessing needed community services.
- Maintaining up to date technology is challenging in that funds to be used for this purpose, for the most part, must be secured from donations and grants. The school has updated to iPad Air 7 devices in each classroom and purchased updated student desktop computers equipped with touchscreens. Teacher laptops were "refreshed", using primarily district allocations, during the 2015-2016 school year.
- The provision of appropriate, safe, and cost effective off-campus experiences is a priority for Washington Center. District, school, and classroom funds are used for both off-campus and

virtual trips. These trips give students exposure to the local community and locations around the world while also providing opportunities for them to generalize skills and information taught at school.

- Increasing community involvement in the school and encouraging staff input into decision making are goals being addressed through SIC, Steering Committee, and an open invitation to make suggestions anonymously or otherwise using the suggestion box. Washington Center also hosts frequent visits by high school groups and serves as a training site for nursing students and prospective teachers.
- A new initiative for the school is the creation of age appropriate and safe outdoor recreational and instructional venues. Presently, Washington Center's courtyard is small with limited shade, which for some students, minimizes its usefulness. To meet the identified needs, particularly for older students, Washington Center initiated funding drives to complete a wooded nature trail on an adjoining unused lot at the back of the school. The Washington Center Nature Trail, including ADA compliant walkways, plantings, and meeting areas, is projected to be completed by August, 2018.

Significant Awards, Results, and Accomplishments

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

During the last three years, Washington Center has received the United Way's "Improvement Award", the National School Public Relations Association's "Golden Achievement Award", and the district's "Safety Award". The PTA holds Silver Palmetto status; and in January 2017, Linda Thigpen, Instructional Coach, was the recipient of the WYFF Golden Apple Award. Additionally, in 2016 Sharon Russo was one of three teachers in the state chosen by Blue Cross/Blue Shield for "Fearless Teacher"

recognition. Washington Center teachers have been filmed for demonstration lessons and test sessions used to train teachers across the state on alternate assessment administration, and several teachers and administrators currently serve on district and state level committees charged with designing assessment and planning instruction for students with special needs. In March, 2017, a group of staff members were selected for the district's "Miracle Worker" award in response to their having implemented emergency procedures that saved the life of a student. A summary of our school achievements can be found on our School Profile page through the Greenville School District:

<https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=washctr>

WASHINGTON CENTER SCHOOL PROFILE

School Community

Overview

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 129 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. Currently there are two fully equipped classrooms in operation. Older students attend the Betty Spencer Drive location, built in 2005, where there are 18 classrooms, as well as kitchens and a greenhouse, a gym, and a media center. There are also therapy rooms, nurses' stations, administrative offices, multisensory suites, and adapted playgrounds at both locations. The school is currently in the process of developing a nature trail that will be located behind the Betty Spencer Drive campus.

Students on the two campuses are served by 29 teachers (20 classroom, 3 homebound, 6 related arts), 8 part or fulltime therapists, 45 para-educators, 6 nurses, and 1 orderly. Related arts teachers and therapists travel between the two campuses and itinerant vision and hearing services are provided by district personnel for qualifying students.

Washington Center History

In 1970, Greenville County Schools began serving students with intellectual disabilities. Subsequently, in 1971, a high school program for students with mild intellectual disabilities and a class for students with moderate intellectual disabilities opened. During the 1972-73 year, the school became known as Washington Center. By 1976-77, there were seventeen classes at Washington Center, and that number grew to 26 for the 1979-80 school year. During the 1990's, many students with moderate disabilities were staffed to less restrictive placements in self-contained classes in traditional schools; and, in recent

years, enrollment at Washington Center has been limited to those who need the most support due to cognitive and/or behavioral issues.

School Leadership

District Special Education Support

Dr. W. Burke Royster- Superintendent of Greenville County Schools

Traci Hogan – Assistant Superintendent for Special Education Services

Special Education Services of Greenville County Schools provides a free, appropriate education for students with disabilities ages 3-21 in accordance with the Individuals with Disabilities Education Act. Qualifying students are served across the district by a faculty and staff of over 800 teachers, therapists, and other specialists, 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, a MA in Education from Furman University, an EdS in School Psychology from Auburn University, and a Ph.D. in School Leadership from Clemson University. Additionally, she is a nationally certified school psychologist and has been recognized as School Psychologist of the Year by the South Carolina Association of School Psychologists. 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-eight years of professional experience in special education, with twenty-two years as a classroom teacher, eight as a special education coordinator for Greenville County Schools, and eight in her current position at Washington Center. She is a longstanding supporter of Special Olympics and other initiatives for individuals with disabilities, and as a young person, worked at

Camp Spearhead. Twice, Ms. Hill was chosen as Teacher of the Year for her school, and she has served in a leadership capacity on numerous district, state and community committees. She is also a trained PAS-T evaluator.

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 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. She was a WYFF Golden Apple Award recipient in 2017.

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

Steering Committee

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

Facilities and Services

Occupational Therapy (OT) is provided at both school locations by two registered and licensed occupational therapists (OTR) and one certified and licensed occupational therapist assistant (COTA).

Qualifying students receive specialized instruction in self-help, fine motor, and sensory processing; and, therapists monitor and assist with the development of appropriate orthotic devices. Washington Center's occupational therapists are currently serving 46 children (on the main campus), and 20 students at WC Hollis/homebound.

The **Physical Therapy** (PT) department is staffed with a registered physical therapist and a registered physical therapist assistant who serve students at both Washington Center locations. Intervention related to gross motor functioning is provided both through direct service and by means of consultation with teachers and parents. The therapists on the main campus currently serve 54 students and the therapist at WC Hollis/homebound serves 13 students.

Speech/Language Therapy is offered to qualifying students by two speech pathologists who are shared between the two Washington Center campuses. Service delivery, for the most part, follows an integrated model; however, direct instruction is available related to the use of augmentative communication, or otherwise as needed. Therapists work closely with teachers and paraprofessionals and with high and low tech materials and devices to create functional communication systems. The goal is to facilitate the use of tactile symbol communication cards and objects, voice output devices, laptops, iPads, and other systems that support communication in a variety of settings. Additionally, the Washington Center Speech Department provides tours, practicum placements and in-service presentations for colleagues and for speech pathology students from area colleges and universities. This year speech therapists have initiated a school wide language development program that involves focusing on one functional word each week and teaching various strategies for utilizing the word in a variety of setting.

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

The **Adaptive Environmental Science (AES) Program**, formerly referred to as the Work Adjustment/Horticultural Therapy Program, is offered to all Washington Center students. Recycling and sorting tasks are examples of the types of activities included in the program where the goal is to engage students in developing prevocational skills that will be useful beyond Washington Center. The greenhouse serves as a soothing setting where students participate in plant care by potting, weeding, and

watering. Additionally, social skill instruction occurs as students assist the AES teacher with public plant sales. Several animals are a part of the AES program, including birds, turtles, bearded dragons, and a rabbit. The animals are used to provide instruction in animal care and handling.

The **Multi-Sensory Rooms** at both Washington Center and the Washington Center at Hollis Academy campus were designed and continue to be maintained by the OT staff. They provide both relaxing and stimulating sensory experiences for students using a beanbag pool, platform swing, tactile walls, a dark room, a variety of switch activated toys for teaching cause and effect, calming LED lighted bubble tubes, fiber optic mats, light effect wheels, light boxes, a cascading light up waterfall, and a massage chair. This year a GE volunteer group has chosen to assist Washington Center with a refurbishing of the multisensory room.

The **Weight Room** at Washington Center has been designed to actively involve students in learning and practicing motor skills under the supervision of trained adults. 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.

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

Adapted Playgrounds at Washington Center and at the Washington Center at Hollis Academy campus have handicapped accessible playgrounds which include swings, slide, sand boxes, and climbing structures. Students are able to work on mastery of physical therapy and motor skill goals, while also enjoying leisure activities.

A **Nature Trail**, to be built on the wooded lot behind the school, is currently in planning and fund-raising stages. In support of this initiative, Eastside High School raised and donated to Washington Center over \$100,000 as a result of their 2016 “Spirit Week” efforts. Additionally, individuals, foundations, and businesses have donated money and time in support of the project. The trail, scheduled

for completion in summer 2018, will have instructional areas as well as sensory stimulating plants with QR codes. In addition to being available to Washington Center and Sara Collins Elementary students, it will be open to community members during non-school hours.

Parental and Community Involvement

Washington Center PTA

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

PTA sponsored events/activities/ awards planned for the 2017-2018 year are:

- Grants for new teachers
- Parent volunteer pool
- Leases paid for teacher workroom copier, office copier, and copier at WC Hollis location
- Appreciation luncheons for staff
- Lunch sales for staff: third week of each month
- PTA meetings: first Thursday of each month
- Family Night: November 9, 2017
- Cherrydale Farms Fundraiser
- Annual holiday campus decorating in December and Staff Luncheon
- Parents Lunch and Learn - TBD
- "Run, Walk, and Roll" TBD
- Alumni/Craft Day May 11, 2018
- Teacher Appreciation Week May 7-11, 2018
- Support for Nature Trail
- Help with Office Supplies

- Funding for Nature Trail construction through engraved brick sale

PTA Family Night

Washington Center's PTA sponsored Family Night on November 9, 2017. Families enjoyed a southwestern meal from Moe's (provided by the PTA) and were encouraged to walk through the halls to see student artwork, to purchase items at the book fair, and/or to visit with community service providers. Eight agencies sent representatives to this year's event. Among those participating was: Family Connection, Thrive Upstate, Camp Hope, Autism Society, Assistive Tech Program, Protection and Advocacy, GHS Supportive Care Team, and Camp Spearhead.

SIC Committee (School Improvement Committee)

Washington Center's School Improvement Council (SIC) provides input, feedback, recommendations, and support to the principal and the school. The SIC is involved in the development and support of the school's Five-Year Improvement Plan and supports the plan's progress by approving annual goals, issuing an annual "Report to the Parents", providing input to the school portfolio, and reviewing a narrative for the annual SC School Report Card. The SIC is made up of parents, teachers, and community members, as well as Washington Center's principal and others on the administrative staff. Washington Center's SIC meets once a month; and, meeting dates and notes can be found on the school's website. The 2017-18 Report to the Community follows this section.

Present Role of Parent Community

At Washington Center, parent input is highly valued; and, because students are functionally nonverbal, communication with families is considered to be essential. School and PTA jointly sponsor parent participation activities throughout the year, and a plan for communicating with families is required of each teacher. Parents serve on the School Improvement Committee (SIC), and assist with a variety of volunteer and fund raising efforts.

Parent survey comments, elicited each year, are valued and used to guide planning; and, parents are encouraged to be involved in the Washington Center program through participation in special events. In addition to "Meet the Teacher" in August, the PTA sponsors a Family Night informational meeting and dinner; two additional family training sessions, and the "Run, Walk, and Roll" community-wide

fundraiser. Families are invited to seasonal activities such as fall and spring book fairs, Boo in the School, Challenge Day, Valentine Dance, Special Olympics, “Run, Walk, and Roll”, Community Day, Alumni/Craft Day (spring) and Awards/Graduation Ceremonies. Working parents, who are not available during the school day, participate in school activities by selling Cherrydale Farms items, sending candy for Halloween, decorating for holidays, contributing items for Craft Day sales, and furnishing desserts for Teacher Appreciation Week.

Partnerships

Funds and services provided through donations, fundraisers, and other sources are used to enhance student learning experiences. During the 2016-2017 school year, approximately \$125,000 was donated to Washington Center by various individuals, organizations, and business partners; with the majority of the money being designated for the Nature Trail. The PTA also made significant contributions totaling more than \$12,700 which were used to support the school’s academic environment. Donation figures for 2017-2018 are not yet available.

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

Washington Center volunteers come from business and civic organizations, families, and the community at large. 10,589 volunteer hours were documented for the 2016-2017 school year. Volunteer hours for 2017-2018 will be tabulated in June, 2018.

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 phone message 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 and special events. Each week a selected teacher contributes photos and articles to the local media and front page of the school web page, highlighting special achievements and activities. The school website features links to photos, handbooks, and weekly menus; and, both the school’s quarterly newsletter, *The Seagull Express* (now available in both English and Spanish) and the School Messenger

system, provide pertinent information to staff and student families. The school Headliner Representative sends school news to media contacts, including *City People*, *The Greenville Journal*, *The Spartanburg Herald*, *The Taylors Greer School News*, *The Journal*, *The Travelers Rest Monitor*, *The Tribune Times*, and *Upstate Parent*. *The Greenville Magazine*, the school district Facebook page, and News 4 have featured Washington Center's programs and students. Social media continues to be an integral component of the school's communication system, and both Washington Center and the Washington Center PTA have Facebook pages and websites. The school has a Twitter account where information about concerts, field trips, programs, school activities and instructional information can be found. Additionally, a continuous calendar has been added to the Washington Center's homepage, and the school has been featured on the district's Facebook and Twitter sites.

Recent partnerships:

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

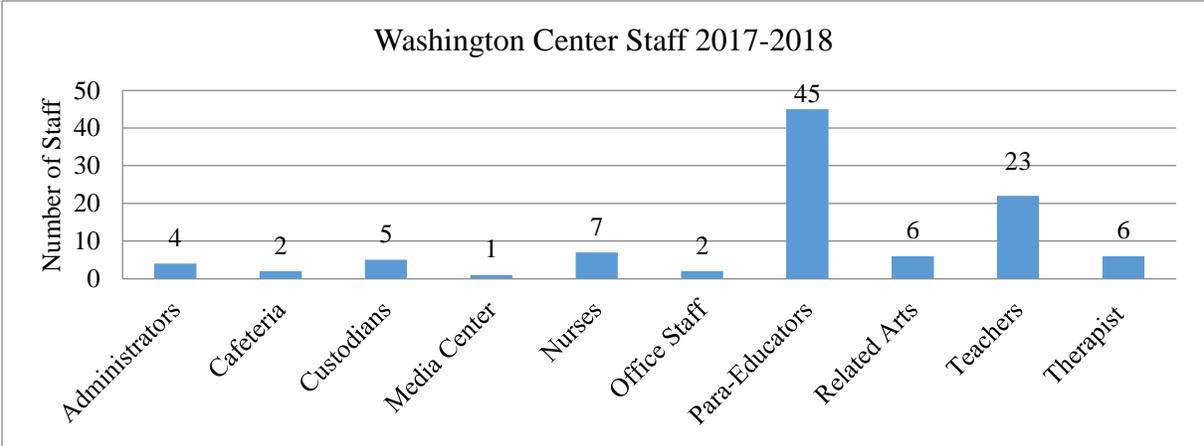
- Macy's Foundation
- 54 Walk & Roll individual and cooperate donors
- Greenville Women Giving- Nature Trail Grant
- Cari Stroud and GHS's Palliative Care Group
- Don Clardy: Law Advocacy for Parents
- Shannon Forest Christian School, Eastside High School Fusion Club and Brashier Middle College Charter High School: Escorts for the Valentine Pageant
- Monthly visits with a trained facilitator dog
- Daughters of Penelope: Providing snacks and gifts for the annual Christmas party
- St Joseph High School Students: Assistance with preparations for Craft Day and donation of an iPad
- Area high schools including: Hillcrest, Mauldin Riverside, Greer, and Carolina contributed toward Community Based Instruction (CBI) trips
- High School teacher cadets
- Eastside High School- Beneficiary of their annual Spirit Week
- Greenville County Fine Arts Center - Donations of paintings and framed photographs for the Hollis campus
- SC Governor's School for the Arts – "Instrument Zoo"
- Eastside High School Varsity Chorus, JL Mann Special Chorus, and Saint Mary's – Concert
- Graham Foundation- Donation toward Nature Trail
- Southern Endowment – Donation for Classroom Technology
- Beck Middle School - Donated Proceeds from their Spirit Week
- Nelson, Mullins, Riley & Scarborough, LLP-Attorneys
- Trees Greenville
- Local Girl Scout Troop choose Washington Center to receive a percentage of their 2018 profits
- Other contributions from Washington Center student families, staff members, local churches, 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

The following graph represents staff positions at Washington Center. The largest group of staff members is composed of para-educators, while other personnel include: principal, program facilitators, instructional coach, secretary, attendance clerk/receptionist, custodians, nursing staff, cafeteria staff, therapists, media specialist, and related arts teachers.

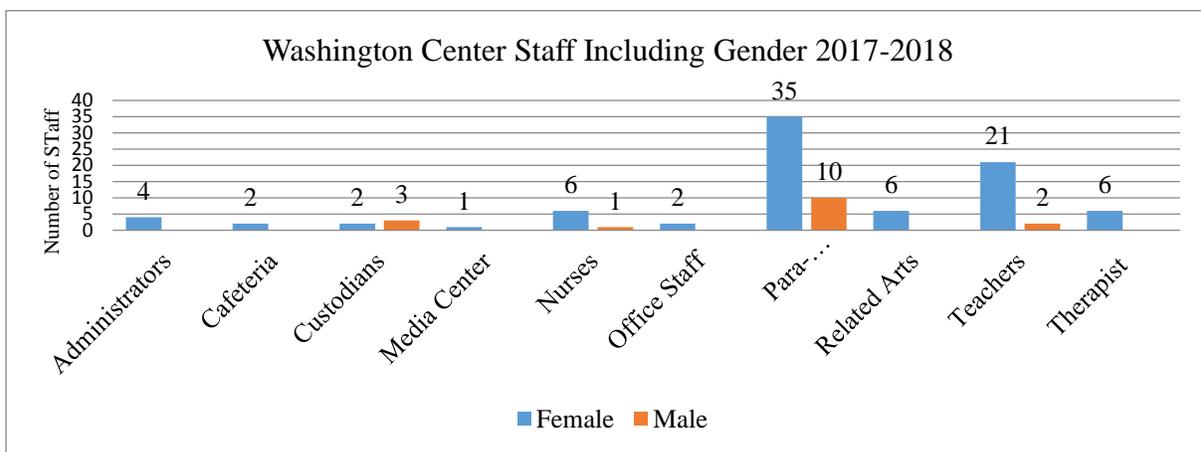


Washington Center offers instruction in a nurturing environment with a favorable staff to student ratio (currently at approximately three adults to seven students). More than half of teachers have experience in excess of ten years (as indicated on the following table). During the 2016-2017 school year, five new teachers were added to the staff, but during the 2017 – 2018 school year all teachers returned with no new teachers added.

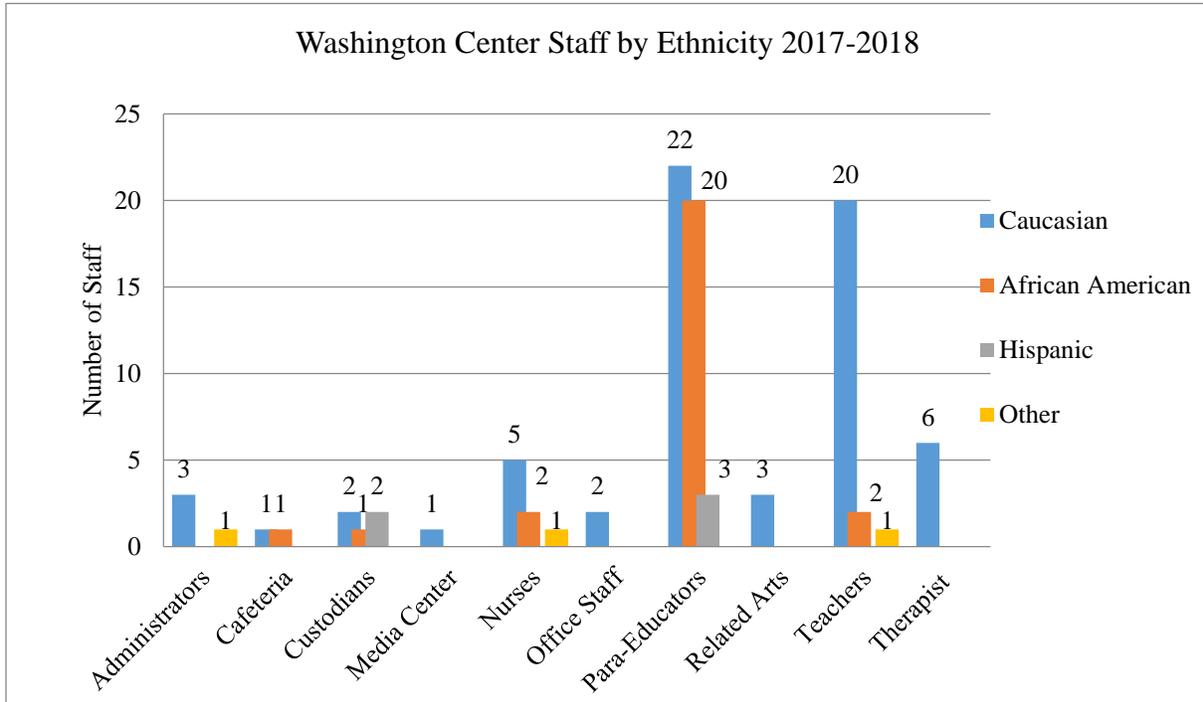


Speech/ language pathologists, occupational therapists, physical therapists and assistants provide related services. Additionally, all students have regularly scheduled music, art and adapted physical education instruction, as well as classes provided by the school’s media specialist. Environmental science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

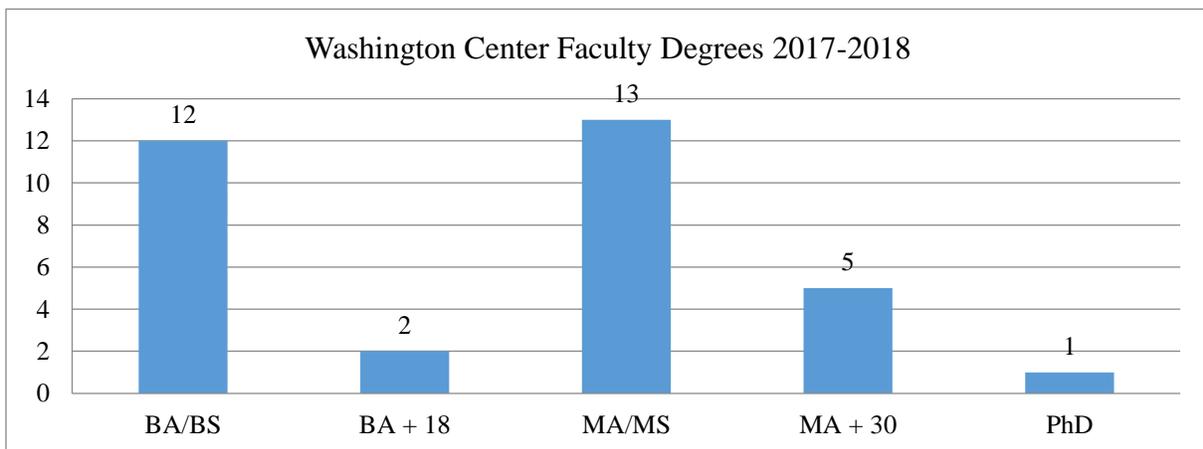
Itinerant vision and O & M (Orientation and Mobility) services are available from district vision specialists. Nurses supervise and administer tube feedings, medications, suctioning, catheterizations, breathing treatments, and seizure interventions; and, orderlies assist with lifting non-ambulatory students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



The above graph represents staff positions by gender at Washington Center. There are more females than males in all staff positions except for the custodians.



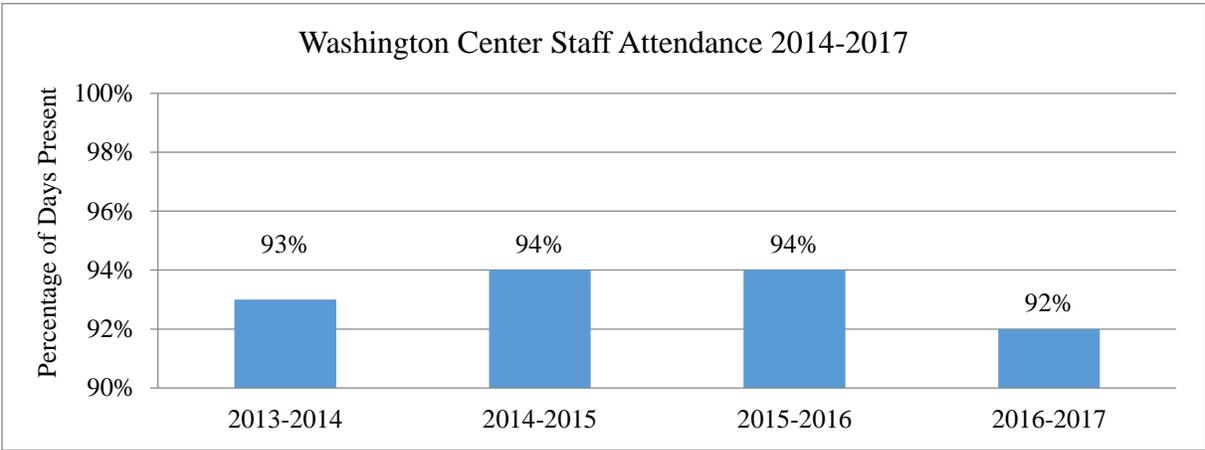
The graph above represents the ethnic makeup of the Washington Center staff. The growing number of staff members from Latin backgrounds, has been particularly helpful in terms of providing translation services for Spanish speaking families.



The chart above reflects educational levels for the certified staff. Certified staff members are encouraged to pursue advanced degrees.

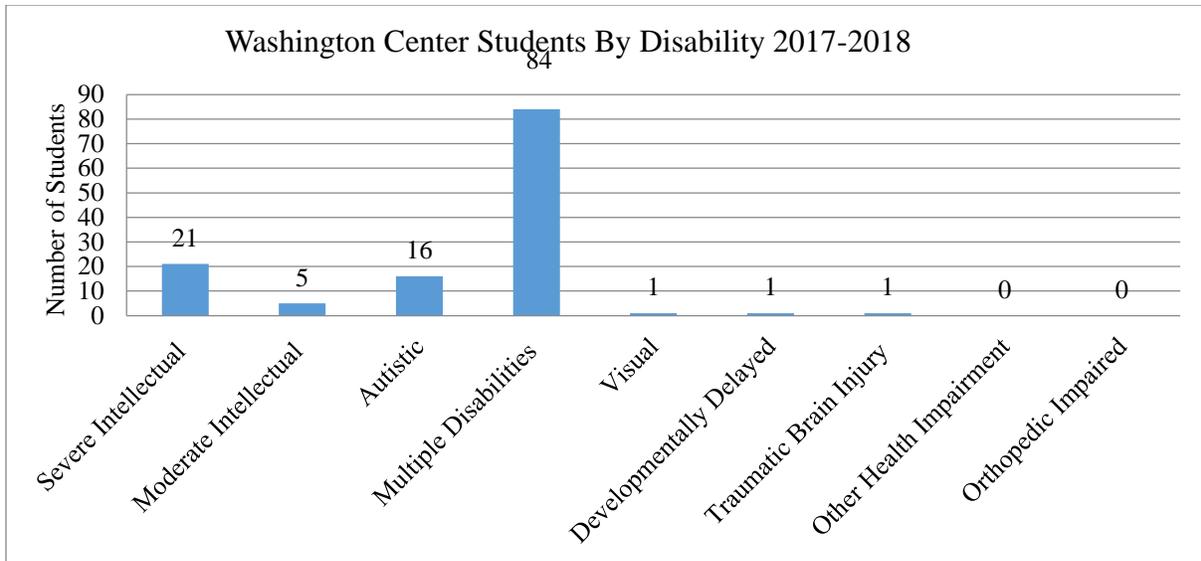
A trained emergency team has been developed to assist with behavioral crises, and the school has thoroughly outlined safety procedures to be used during emergencies. School emergency/safety plans are included in notebooks; and, electronic safety procedure manuals are available to all staff. Two staff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

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

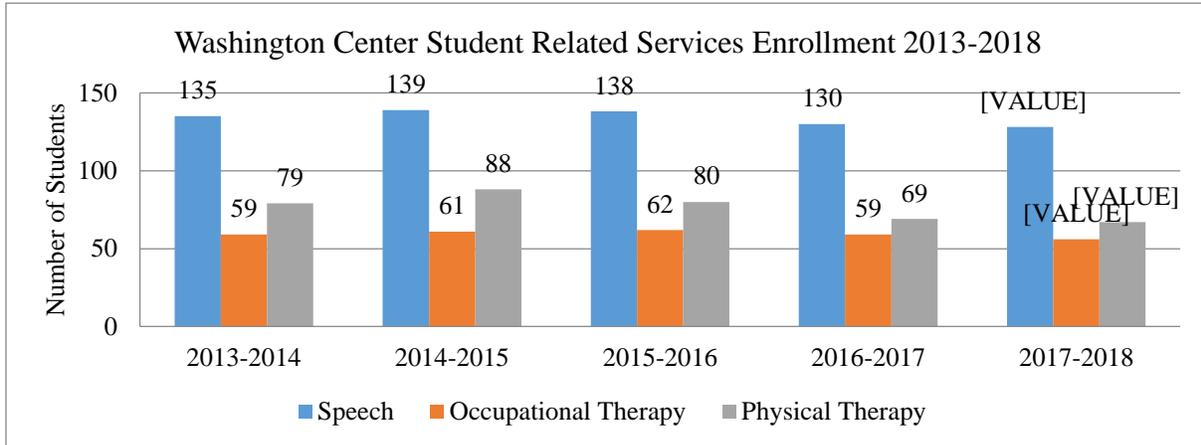


Washington Center staff achieved 94% attendance during the 2015-2016 academic year. This percentage reflects a school-wide commitment to consistent attendance.

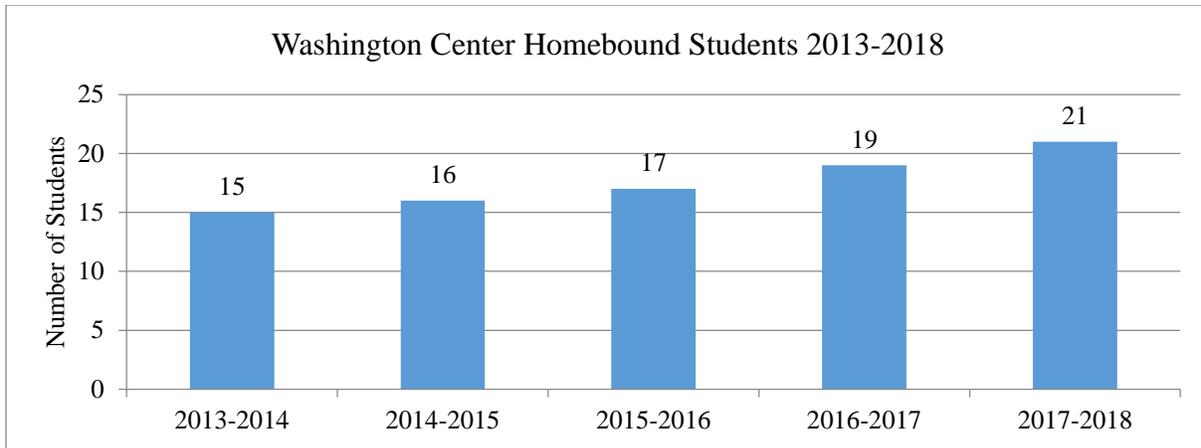
Washington Center Students



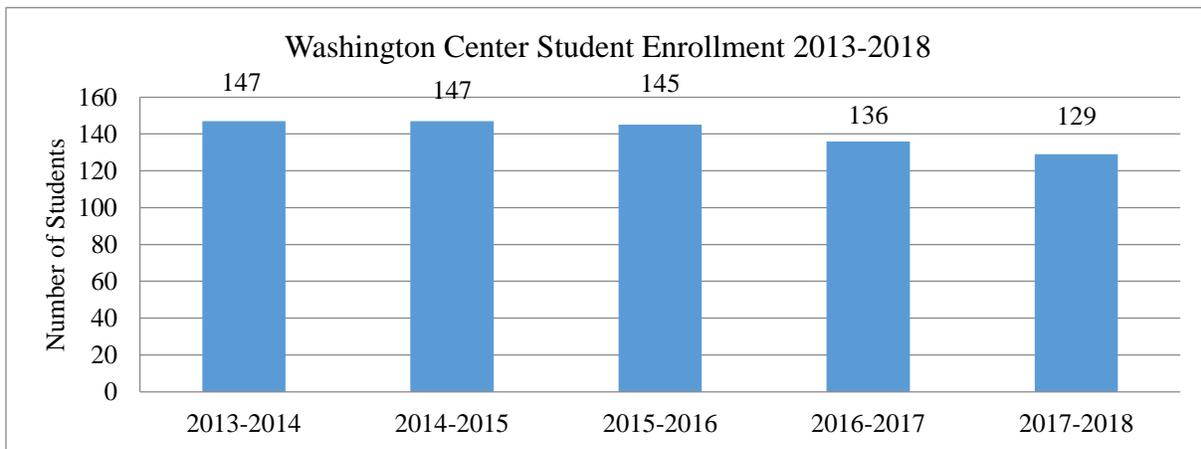
Disaggregation of student data by disability categories is shown on the graph above. Both classifications and numbers of students in each category were taken from the school's EFA (Educational Finance Act) roster for 2017-2018. The majority of Washington Center students are classified as having Multiple Disabilities.



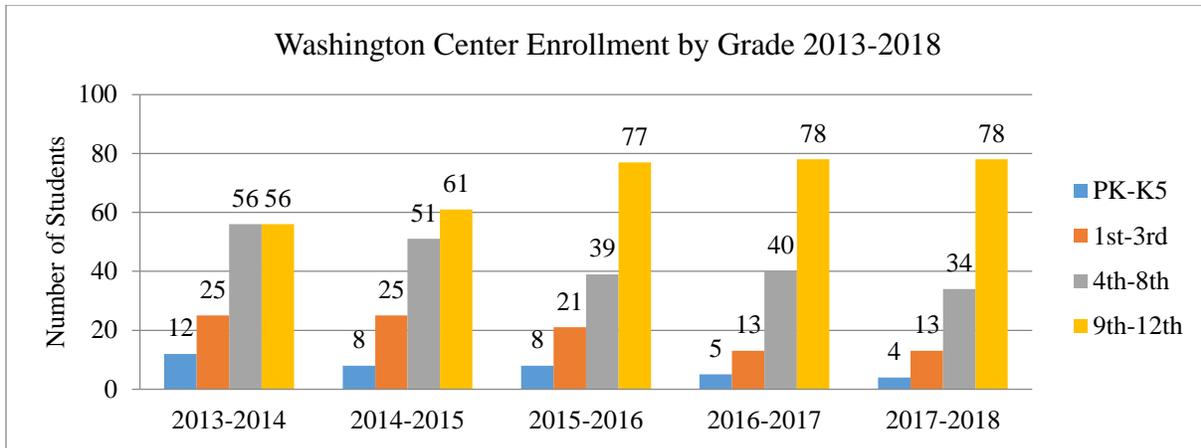
The preceding graph shows a slight decrease in number of students receiving related services, but this finding is consistent with the decrease in total student enrollment. Of note, of the 67 students receiving PT, 26 require only monitoring of equipment needs.



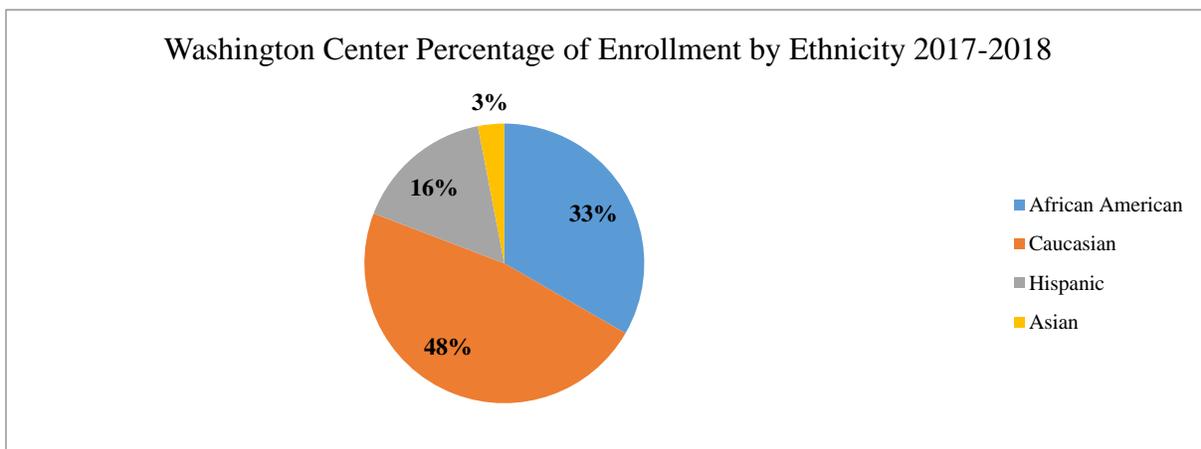
The graph above illustrates the number of students receiving homebound instruction for the 2017-2018 school year. Medical homebound classification requires a doctor’s statement indicating need, prior to initiation of services. Currently, 21 students are served homebound, an increase from previous years. Washington Center added a 3rd homebound teacher position for the 2017-2018 school year in order to provide more instructional time for the increasing number of students served.



Washington Center records show a slight decline of 5.1% in student enrollment since the 2016-2017 school year. The above graph shows that the number of students enrolled at Washington Center has declined each year since 2014-2015. This change can possibly be attributed to more accurate evaluation and an emphasis on less restrictive educational placements.



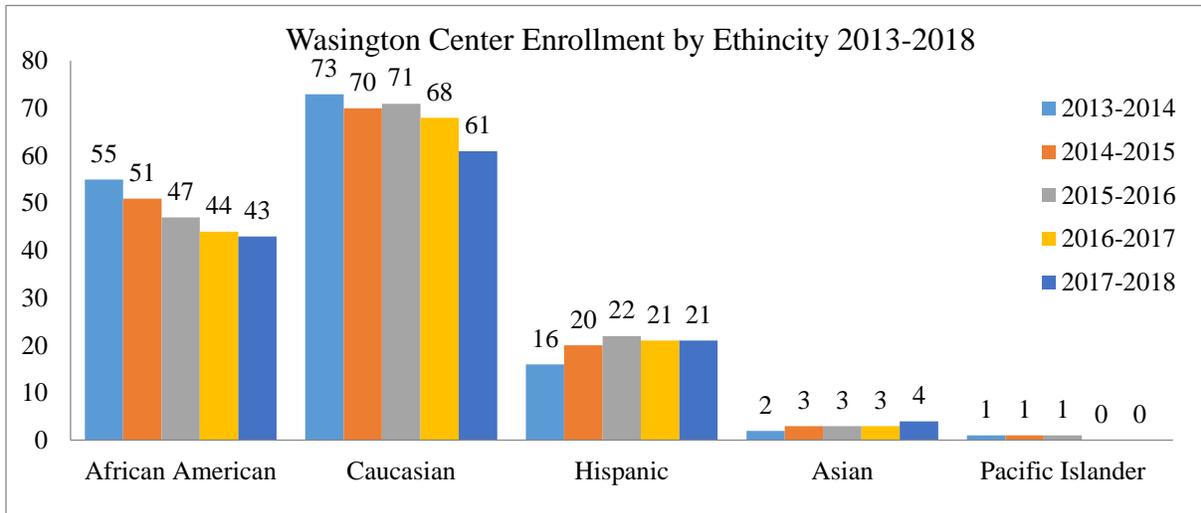
Students are eligible for services until age 21 and they are grouped for instruction on the basis of age and ability levels. The number of students reported as eleventh graders becomes somewhat inflated, however, because they are considered to be eleventh graders from age 16 until their last year of school at age 21 when their classification changes to 12th grader.



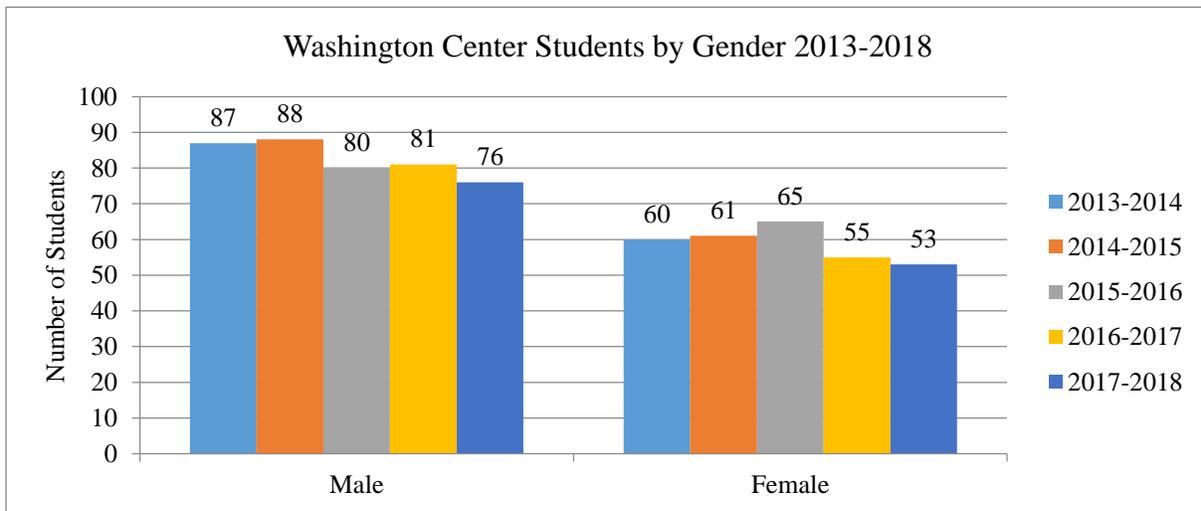
For the 2017-2018 school year, Washington Center’s student ethnicity is 48% Caucasian, 33% African American, 16% Hispanic, and 3% Asian, as shown above. Families generally report one home language with the exception of the 21 students from Spanish speaking homes. Washington Center students are functionally non-verbal, however, many are able to engage in limited communication via augmentative devices/systems, gestures, or basic words.

The ethnicity data on the chart above is generally consistent with overall district enrollment, with Caucasian students being in the majority. Washington Center’s Hispanic student enrollment is 16% in

2017-2018, probably reflective of the significant increase in Hispanic families settling in the Greenville area in recent years.

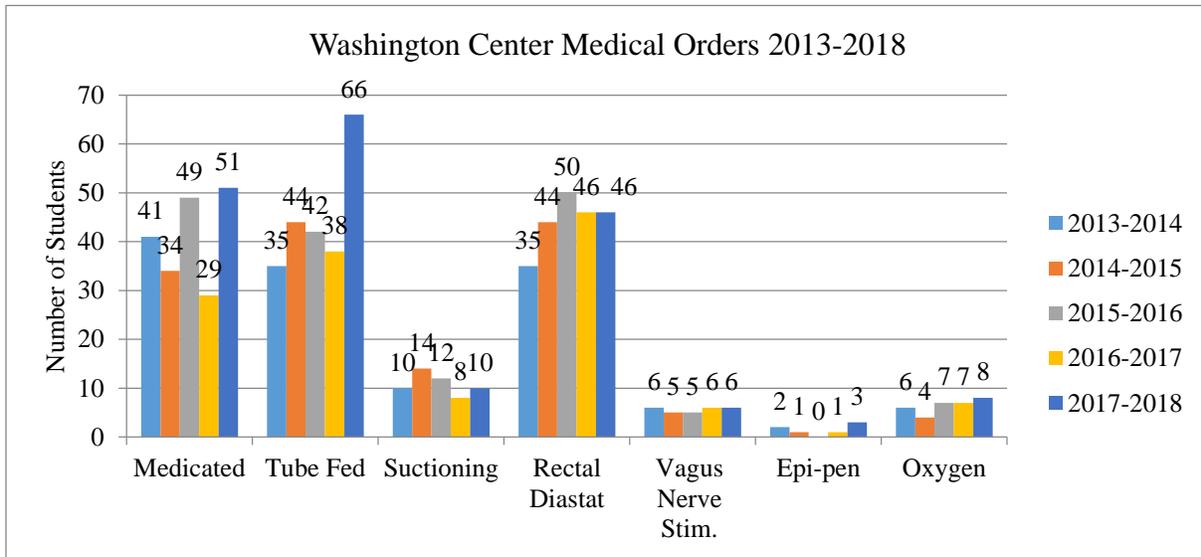


The graph above depicts student enrollment by ethnicity from 2013 until 2017. Caucasian students continue to outnumber other ethnic groups, however, the enrollment of African American students has decreased over time and the number of Hispanic students has grown.



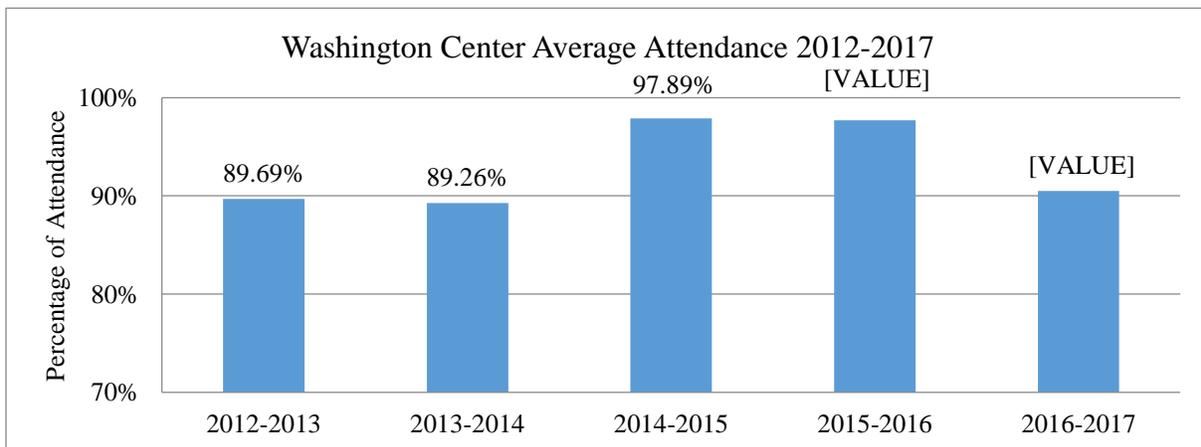
The preceding graph shows student gender for the 2013 – 2018 school year. Washington Center currently serves fewer females than males; a finding that is consistent with research that indicates that males outnumber females in intellectual and developmental disabilities (MyChildWithoutLimits.org 2016). As the above graph indicates, there has been a decline of 12.6% in male enrollment since 2013,

with the greatest decline occurring from 2014 – 2017. Female enrollment decreased 9.8% from 2013 – 2017, with the largest decline of 18.4% from 2015 – 2017.



Due to the extreme and complex health issues of Washington Center students, on-site nursing services are required. Nurses coordinate classroom medical procedures and provide multiple services at both school campuses. The graph above shows the number of students receiving specific medical procedures, all of which require specific training and a physician’s order. The graph shows a great increase in medical orders from 2016-2017 to the 2017-2018 school year. The number of students who require medicine at school has almost doubled from 29 during the 2016-17 school year to 51 for the 2017-18 school year. There is also a significant increase in the number of students who are tube-fed.

Attendance and Mobility



The medical fragility of many Washington Center students negatively impacts overall attendance because of health related absences. In spite of this, attendance percentages since 2014 have remained high, consistently being above 90%.

Lunch Status

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

Retention/Graduation Rates

Washington Center students do not receive an SC diploma upon graduation because they do not earn Carnegie units. Instead, students are awarded a Certificate of Attendance when they exit, typically at age 21. As a result, retention and graduation rates do not apply.

School's Major Academic and Behavioral Support Features

Washington Center students receive both academic and behavioral support. All instructional staff members have been trained in the Unique Learning Systems curriculum and have in turn trained support staff. The Unique Curriculum is aligned with state standards, but allows flexibility for teachers 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. Behavioral intervention training is ongoing for staff.

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

News-2-You is a weekly online newspaper within the ULS program that connects classrooms to news stories from around the world. The newspaper is formatted with symbols to support students with disabilities. Each week students can listen to a current events article and participate in activities such as

cooking, completing puzzles, discussing jokes, and more. The newspaper is published with four levels to differentiate instruction, and the topics are aligned with content standards.

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

Attainment is a statewide curriculum adopted by the State Department beginning in the 2017-2018 school year for students in special education with moderate to severe disabilities. It provides a continuum of curricula for core content areas of English Language Arts, Math, Science, and Social Studies for all grade levels, preschool to high school. Attainment is research-based and aligned with state standards.

Word of the Week Core Vocabulary Instruction is designed by speech therapists to provide systematic instruction related to core vocabulary words. Every two weeks a new word is introduced to students using a video that models the word in sign language, as a tactile symbol, and a picture symbol. Therapists have developed a list of activities and books to go along with the word so the teachers can provide classroom instruction and offer multiple opportunities to use these core words.

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

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

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

CPI: Student discipline is the responsibility of all Washington Center staff members. Within this unique student population, behavior issues can be challenging. Students with severe behavioral difficulties undergo functional behavior assessments (FBA), and based on findings generated, a behavior intervention plan (BIP) is developed as part of the student's IEP. The BIP serves as a blueprint for supporting students whenever behavior issues arise. Currently, 12 Washington Center students have BIPs included in their instructional programs. Staff members are trained and certified in Crisis Prevention Intervention (CPI) techniques, designed to deescalate hostile behavior situations and to minimize injury if a crisis emerges.

APT: Washington Center also has a 12 member response team - APT (Applied Physical Training) made up of paraprofessionals who have received additional training beyond CPI. This group is called when regular attempted interventions with a student have been unsuccessful and when individuals are in imminent danger or in a potentially dangerous situation beyond the control of 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.

The 2016-17 State School Report Card data provides additional information about Washington Center: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=902>

In addition, specific profile data are available through the Opportunities section of the 2016-2017 State Report Card: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/opportunities/students/?d=2301&s=902&t=E&y=2017>

Mission, Vision, AND Beliefs

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

Values and Beliefs

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

We believe students will . . .

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

Purpose

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

Mission

The mission of Washington Center is to address students' individual needs through appropriately adapted learning experiences. Standards-based instruction is provided daily; and, through home, school, and community collaboration, an educational environment has been created that conveys respect and

recognition of each student's potential for success. Rather than focusing on student limitations, staff members strive to provide levels of support required for optimal student growth.

Shared Vision

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

School-Wide Expectations

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

Quality Personnel

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

Assessment

- Staff will develop and use reliable assessment methods.
- Staff will analyze SC-Alt and NCSC score results to analyze the effectiveness of standards-based instruction.

- Staff will use FBA results for guidance in planning appropriate and effective behavior intervention strategies.

Environment

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

The 2017-18 SIC Report to the Parents is included on the following pages.

School Achievements

- In 2017, 22% of tested students scored Basic and above in “English Language Arts” (ELA) and 35% achieved at similar levels in Math, as measured by the South Carolina National Center and State Collaborative (SC-NCSC) assessment.
- 94.3% of students mastered 80% or more of their IEP goals.
- The Unique Learning System & Attainment curriculum are aligned with State standards and implemented school-wide. Additionally, the OnCourse System is in place for lesson planning, monitoring, and archiving.
- Washington Center has a fully functioning SIC and PTA. This year the PTA has sponsored two parent training sessions in addition to Family Night with local service providers. Parent “Lunch & Learn” sessions addressed dealing with stress and handling behaviors in the home.

SIC Members

Chair: Nardia Lloyd, teacher
nlloyd@greenville.k12.sc.us

Secretary: Amy Garbe, teacher
agarbe@greenville.k12.sc.us

Principal: Dr. Penny Rogers
progers@greenville.k12.sc.us

Marisa Davis, teacher
mdavis@greenville.k12.sc.us

Rebecca Davis, teacher
rewilliams@greenville.k12.sc.us

Ryana Wilson, teacher
ryasmith@greenville.k12.sc.us

Gloria Munoz, Para-educator
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Valerie Allen, parent

allenval8@yahoo.com

Jane Hart, parent

jghart@greenville.k12.sc.us

Kristi Kingren, parent

K2dar@aol.com

Susie Robison, parent

susiewoodsr@gmail.com

Rilla Holmes, parent

rillaakil@yahoo.com

Robin Blackwood, community member

Rblackwood@gmail.com

Laura Ceisel, community member,

LCeise@greenvillegov.org

Dr. Dee Malone, community member

Dee.malone@converse.edu

Ann Poole, community member

atpoole@charter.net

Judy Warco, community member

jawarco@aol.com

Annual Goals

Students will increase SC-NCSC ELA and Math scores by three percent each year.

Ninety-five percent of students will achieve mastery of 80% or more of individual goals. Students will participate in community trips, virtual field trips and skydiving.

A school steering committee will provide input into decisions related to school programs and activities.

Teachers will participate in ongoing training and will meet designated professional development requirements.

School Improvement Council Report to Parents 2017-2018



2 Betty Spencer Drive
Greenville, SC
29607

<http://www.greenville.k12.sc.us/washctr/>

Mission & Vision

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

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Additional Information

- Washington Center continues to support higher education by serving as a field placement and training facility.
- Assistive technology and augmentative communication devices are integrated into all instruction.
- The ADA compliant nature trail has been laid. Completion is expected by fall of 2018.

Awards and Recognitions

“Hope Foundation” Grant recipient.

Chosen as site for Leadership SC Tour

22 Donors Choose Grants
Totaling \$17,099.

Representation:

Alternate Assessment Prioritized Standards
Committees

Alternate Assessment Bias and Content
Committee

Support Guide Committee

ALTELLA project

EL Sp. Ed Task Force

SC-ALT Standards Setting Committee

Stormwater Credit Grant

Student Torch Bearer for Opening Ceremonies at
Special Olympics

Washington Center teachers chosen to
demonstrate testing procedures for a training
video to be used statewide.

Washington Center parent chosen as
Mother of the Year by Greenville News

School Programs

Adaptive Environmental Science

Alumni Day

Art

Art Swap

Bebo Core words

Boo in the School

Community Based Instruction

Community Day

Craft Day

Daily Living Skills Training

Dog Therapy

Giving Tree initiative

Media Center

Medical Homebound Services

Multi-Sensory Suite

Music

PTA “5K Run, Walk and Roll” Fund Raiser

Parent Lunch & Learn

P.E.

Reading Buddies

Seagull Grill

Special Olympics and Challenge Day

Speech, Occupational and Physical Therapies

Spirit Week

Valentine Dance

Wheelchair Accessible Playground

Partnerships

Allen’s Custom Upholstery

Bobcat of Greenville

Bob Jones University

Brook Glenn Elementary School

Christ Church School

Clemson University

Creamer Landscaping and Grading, Inc.

Daughters of Penelope

District Elementary, Middle and High Schools

Donors Choose

Eastside High School

Family Connections

Furman University

GE Volunteers

Good Shepherd Episcopal Church

Greenville City Fire Department

Greenville City Recreation Department

Greenville EMS

Greenville Fine Arts Center

Greenville Health System

Greenville Humane Society

Greenville Police K9 unit

Greenville Symphony’s EdReach Program

Greenville Tech

Heritage Elementary School

Klaver Klubs (Middle Schools)

Knights of Columbus

Lee H Skolnick Architecture

McLeod Landscape Architects

Mitchell Road Elementary School

Riverside High School

Sara Collins Elementary School

Shannon Forest Christian School

South Carolina Children’s Theater

St. Joseph’s High School

St. Mary’s Catholic School

Summit Drive Elementary School

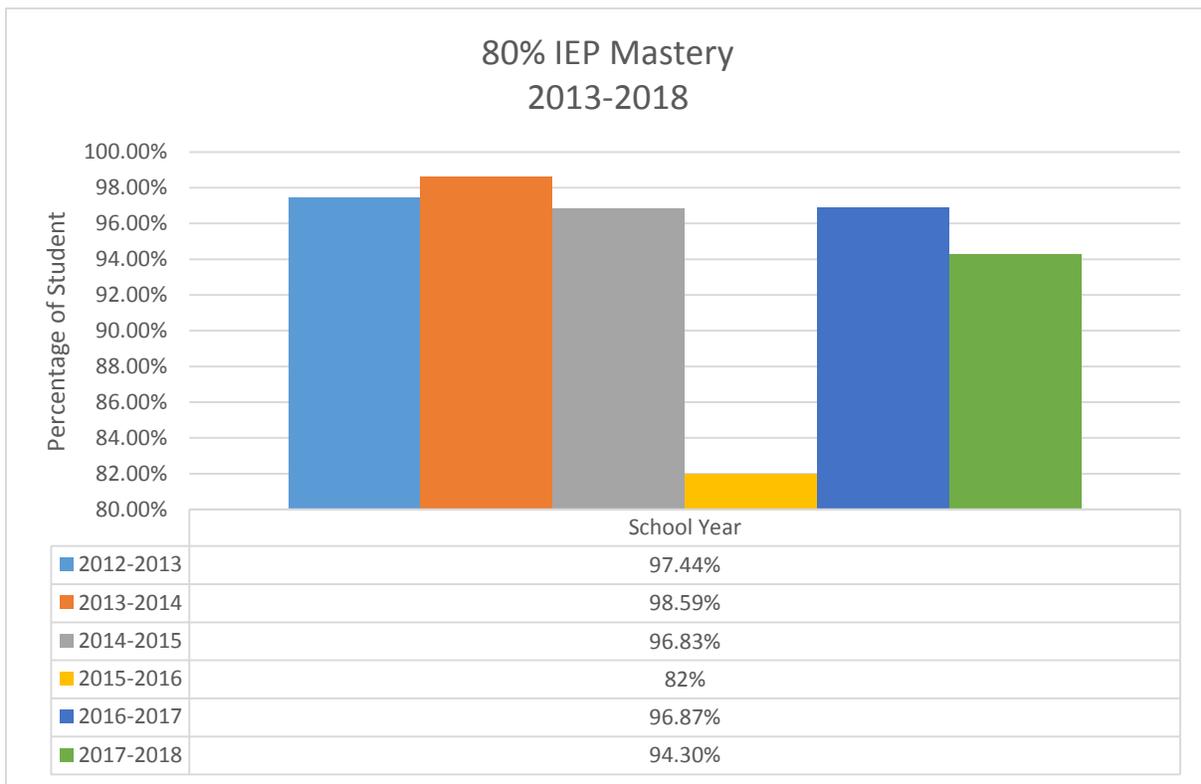
Swamp Rabbits Hockey

DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT RESULTS: INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

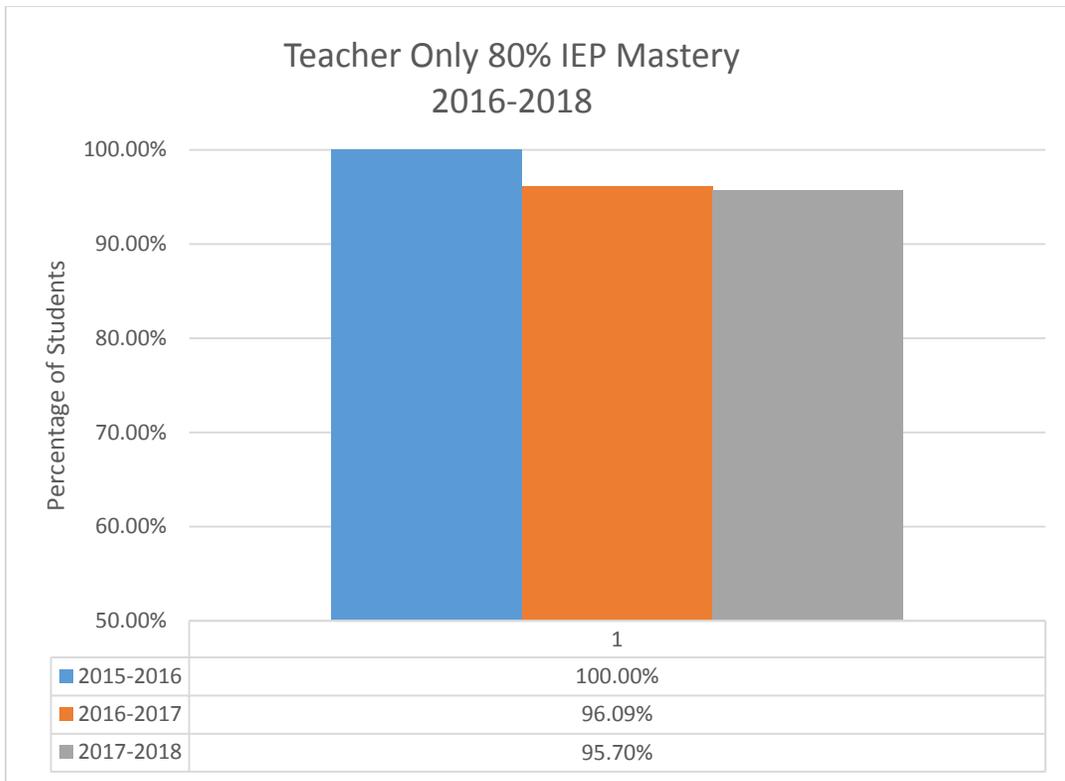
Each Washington Center student has an Individualized Educational Program (IEP) which is reviewed every four and a half weeks. Progress is measured in small increments and/or by a maintenance goal. In addition to academic goals, IEPs include ones related to communication, self-help, motor skills, and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

For all Washington Center students, estimates of progress are based on mastery of IEP goals which have been developed by a multidisciplinary team made up of parents, teachers, therapists, administration and others who have knowledge of the student. IEP's are updated quarterly.

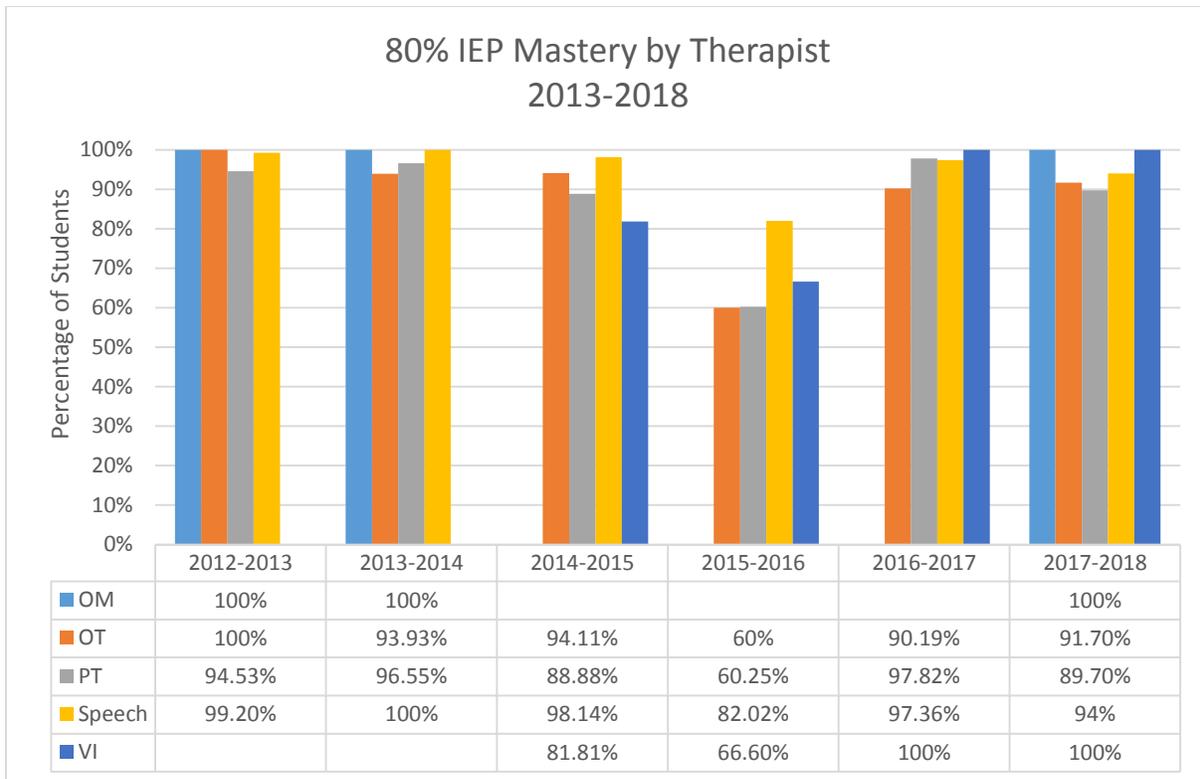


	# Students Met 80% Mastery	# Students Did Not Meet Mastery
2012-2013	134	5
2013-2014	139	3
2014-2015	134	9
2015-2016	108	22
2016-2017	124	4
2017-2018	115	7

Washington Center has a school-wide goal of having 95% of students achieve mastery level on 80% or more of their IEP goals. IEP mastery is measured at the time of the annual review, so information in the graphs reflects data from the IEP ending within the listed school year. During the 2017-2018 school year, 94.3% of students mastered at least 80% of their IEP goals. This is a 2.57% decrease from the previous year, slightly under the goal of 95% mastery. With the exception of the 2015-2016 school year, the school student achievement goal for IEP Mastery has been maintained during the targeted years. In order to analyze IEP data, student results have been disaggregated by classroom, therapies received, and disability classification. (See the following graphs). A discussion of the score averages with findings is included at the end of this section.

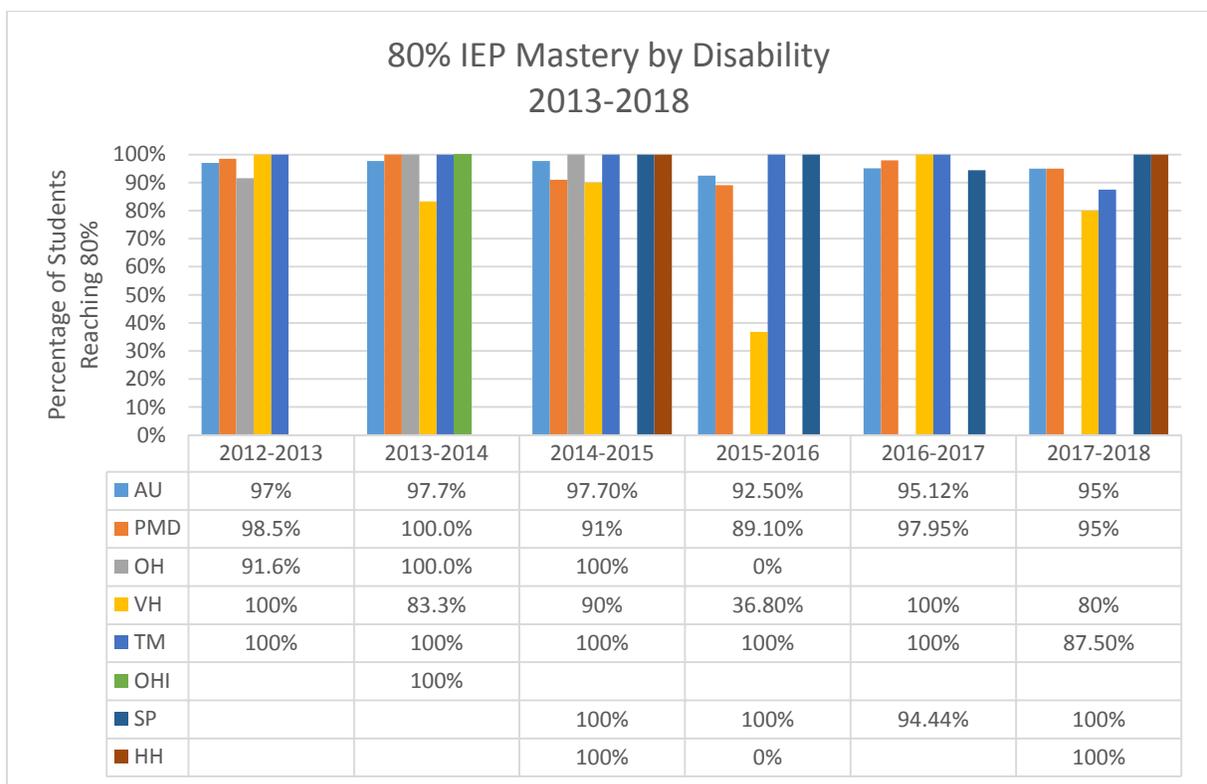


Data indicates that IEP goals for which only classroom teachers were responsible met the criteria of 80% mastery for all students for three consecutive years, as indicated by the preceding graph.



	# of Students Meeting 80% IEP Mastery by Therapies				
	SP	PT	OT	VI	OM
2012-2013	125 of 126	56 of 60	56 of 56	7 of 8	1 of 1
2013-2014	110 of 110	52 of 55	53 of 56	7 of 7	1 of 1
2014-2015	103 of 104	49 of 54	47 of 50	9 of 10	0 of 1
2015-2016	73 of 89	37 of 61	36 of 60	9 of 12	
2016-2017	74 of 76	45 of 46	46 of 51	2 of 2	
2017-2018	62 of 66	35 of 39	33 of 36	1 of 1	1 of 1

The graphs and charts above show classroom IEP goal mastery compared with that of therapy goals over a five year period. A significant decline appears to have occurred during the 2015-2016 school year in the therapy domains. As discussed in the “Student Achievement Challenges and Related Goals” section, this discrepancy was addressed during the 2016-17 school year by scheduling regular teacher/therapist conferences. This consistent exchange of student progress documentation and shared instruction lead to all therapies exceeding the 80% student IEP mastery criteria in the subsequent two years.



	# of Students Meeting 80% IEP Mastery by Disability						
	AU	PMD	OH	VH	TM	SP	HH
2012-2013	35 of 36	65 of 66	11 of 12	5 of 6	19 of 19		
2013-2014	41 of 41	61 of 62	4 of 4	4 of 5	19 of 19	13 of 14	
2014-2015	44 of 45	40 of 45	2 of 2	18 of 20	17 of 17	14 of 14	1 of 1
2015-2016	32 of 35	41 of 46	0 of 1	7 of 19	14 of 14	16 of 16	0 of 1
2016-2017	40 of 42	47 of 48		4 of 4	18 of 18	17 of 18	
2017-2018	37 of 38	41 of 43		4 of 5	14 of 16	20 of 20	1 of 1

Goal achievement data was also disaggregated by Education for All (EFA) codes to determine the percent of goal mastery based on student disability classification. Some IEP mastery scores have fallen slightly during the last two school years, but most have remained at or above the 80% criteria. Students with Autism (AU) have consistently generated results of 90% or better during each of the last four years. Students with moderate intellectual disabilities (TM) have each year met the 80% projection for goal mastery, but indicated a drop in 80% mastery scores for the current school year. Students coded as Speech (SP), though in many instances they were served as medically homebound students, also achieved 90% and above mastery during the past four years. Some of the changes in

IEP results for the 2014-15 school years can be attributed, in part, to reassignment of EFA codes. That year, for funding purposes and at the direction of the State Department, students receiving homebound and preschool services were re-designated as Speech, Visually Handicapped and Hearing Handicapped.

Students classified as VH (Visual Handicapped), or students assigned an early childhood education classification, exhibited the least success in IEP goal mastery for the 2017-18 school year, but only five students were in this classification. No students classified as OHI (Other Health Impaired) and only one student classified as HH (Hearing Handicapped) were served at Washington Center during the current year. It should be noted, however, that despite primary disability designations, all students enrolled at Washington Center meet criteria for classification as intellectually disabled.

STUDENT ACHIEVEMENT RESULTS:

SOUTH CAROLINA ALTERNATE ASSESSMENTS

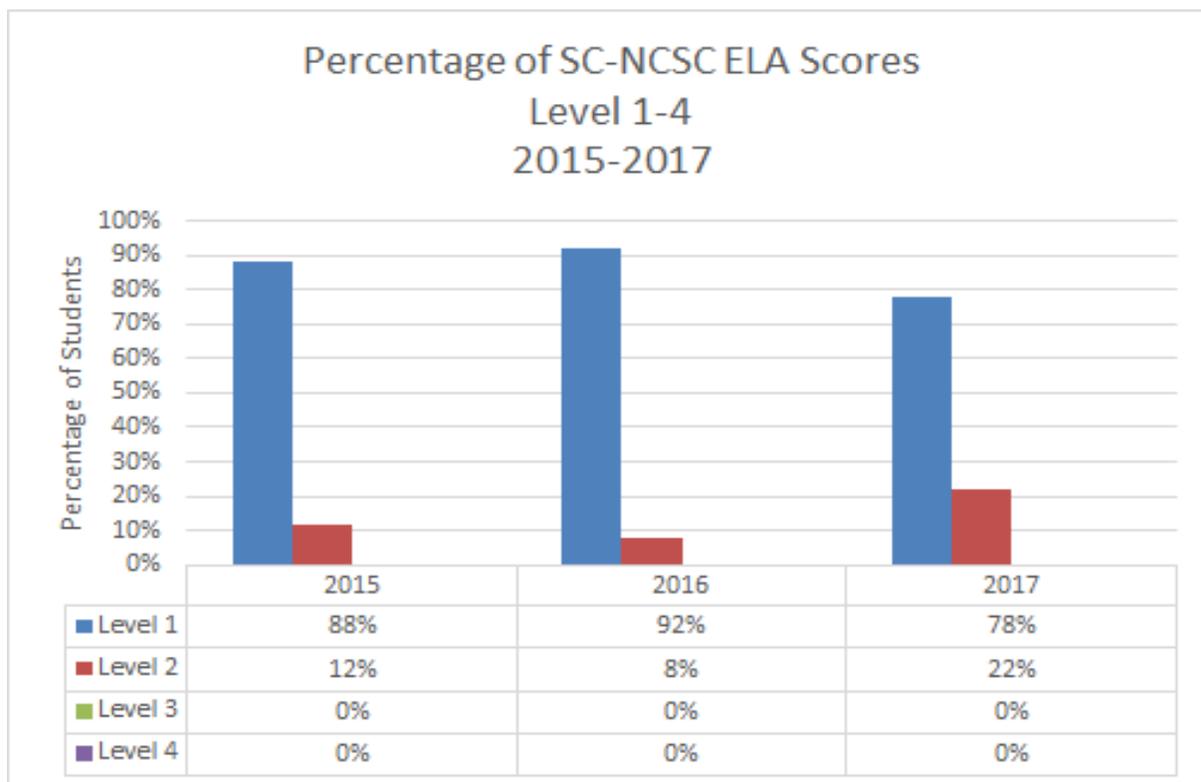
Beginning with pilot testing (Fall 2014) and followed by operational testing (spring 2015), the South Carolina National Center and State Collaborative assessment (SC-NCSC) have provided an alternative assessment for students with significant cognitive disabilities. These tests are designed to be administered to 3rd through 8th graders and ones in 11th grade (ages 8-13 and age 16), and they measure English Language Arts (ELA) and Math skills. However, because of the changes in the most recent tests, it is not possible to compare results with those generated in the past. The assessment instruments are very different in both content and format. As a result, new baselines and school-wide targets have been developed for Washington Center, projecting an annual increase of 3% in terms of students scoring at Levels 2-4 in ELA and Math. In the section below, test scores prior to the school year 2017-18 will be discussed, as the 2018 Spring test scores are not released until September, 2018. For more information, see the SCDE Alternate Assessment website:

<https://ed.sc.gov/tests/assessment-information/testing-swd/>

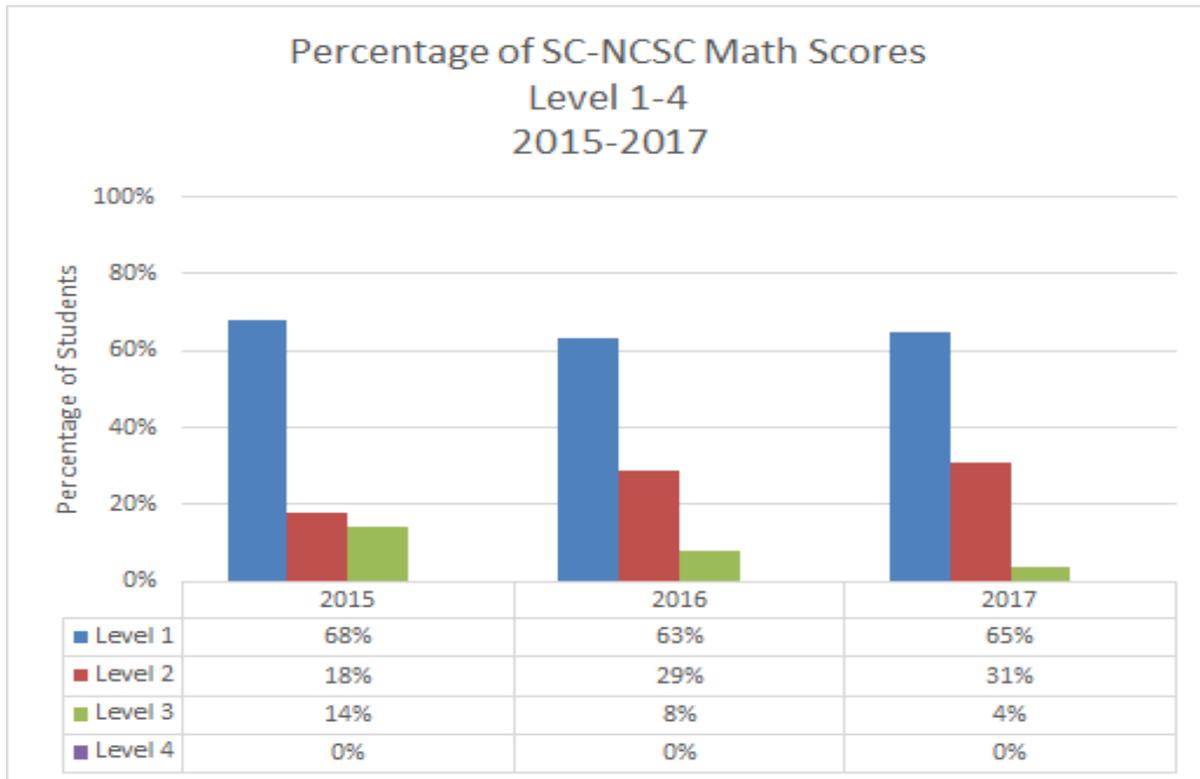
Prior to fall 2014, Washington Center students were administered the SC-Alt at ages 9-13 and age 16. That test included items in four content areas: English Language Arts (ELA), Math, Social Studies, and Science. Scores were reported on a four point scale: Below Basic (Level 1), Basic (Level 2),

Proficient (Level 3) and Exemplary (Level 4). The new SC-NCSC maintains the four point scoring scale.

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

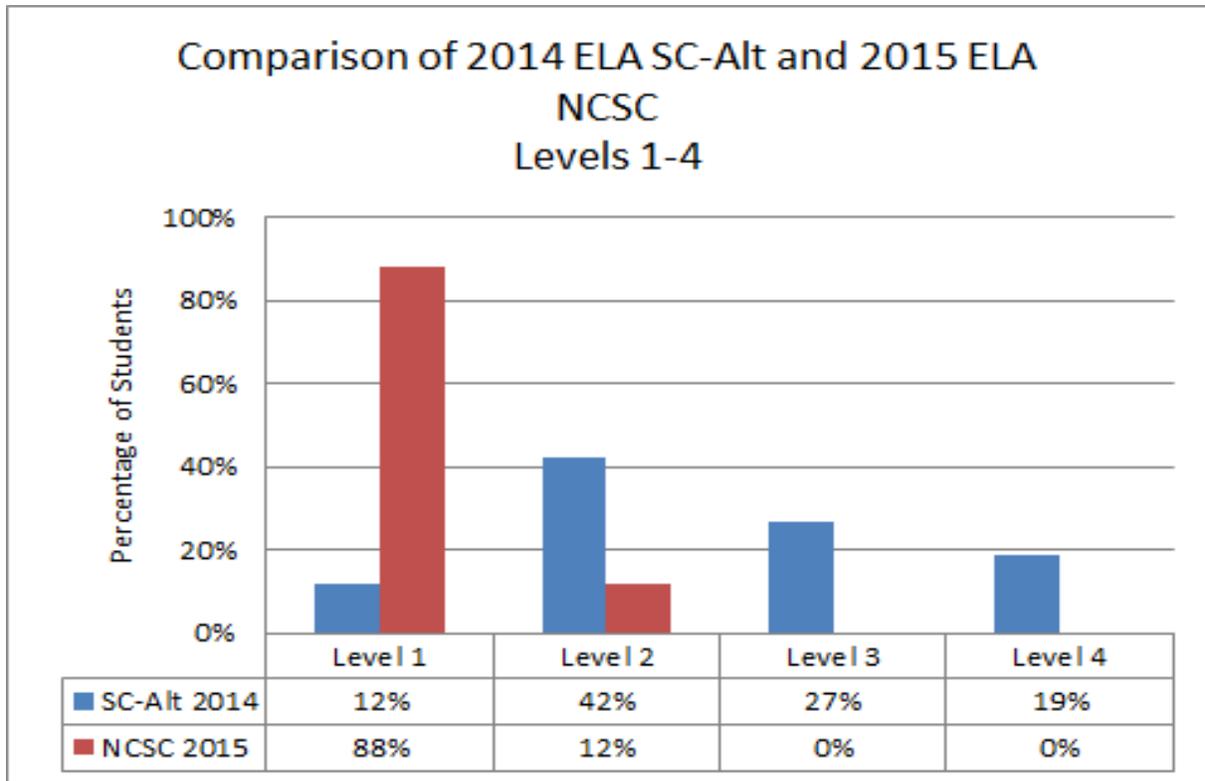


For spring 2017, 78% of tested students scored at Level 1 in ELA, an encouraging decrease of 14 percentage points from the previous year. Twenty-two percent scored in the Level 2 range in 2017, an increase of 8% when compared with 2016 results which exceeded the school goal of 12% score average above Level 1. No tested students scored at either Level 3 or Level 4 (Proficient) in ELA in 2016 or in 2017, indicating the continued difficulty of the new ELA test for Washington Center students. (See preceding graph.)

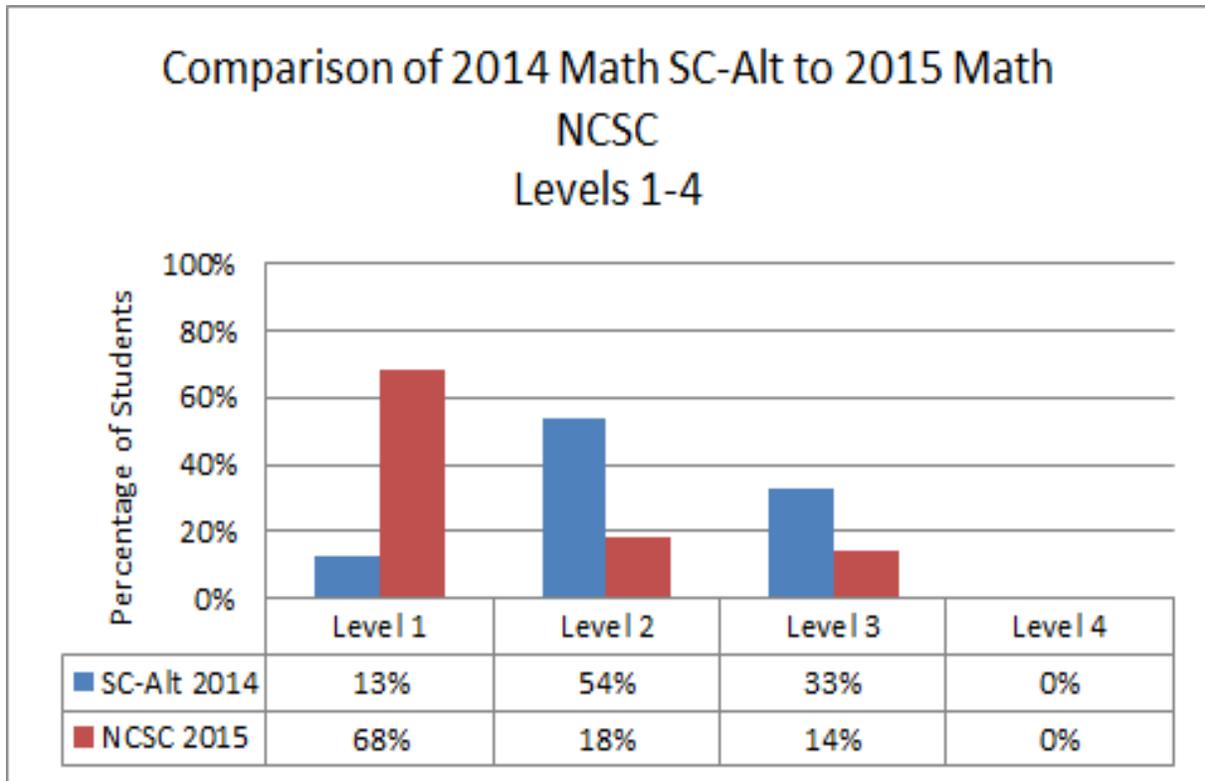


The Math test yielded slightly better scores in that 35% of Washington Center students scored within Levels 2-3 on the 2017 Math SC-NCSC. However, the averages did not meet the 2017 annual goal of 40% above Level 1. In previous years, student scores in Levels 2-3 averaged 32% in 2015 and 37% in 2016. No student achieved scores in the Level 4 range for any of the three years. Despite the progress shown in student achievement at Level 2, scores, for the most part, continue to indicate performance in a deficient range, due to the difficulty of the SC-NCSC Math test and the severity of the academic challenges faced by Washington Center students.

The following graphs represent comparisons between the SC-Alt and the SC-NCSC ELA and Math tests to demonstrate the impact on student scores due to the change in format and content of the two test versions.



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

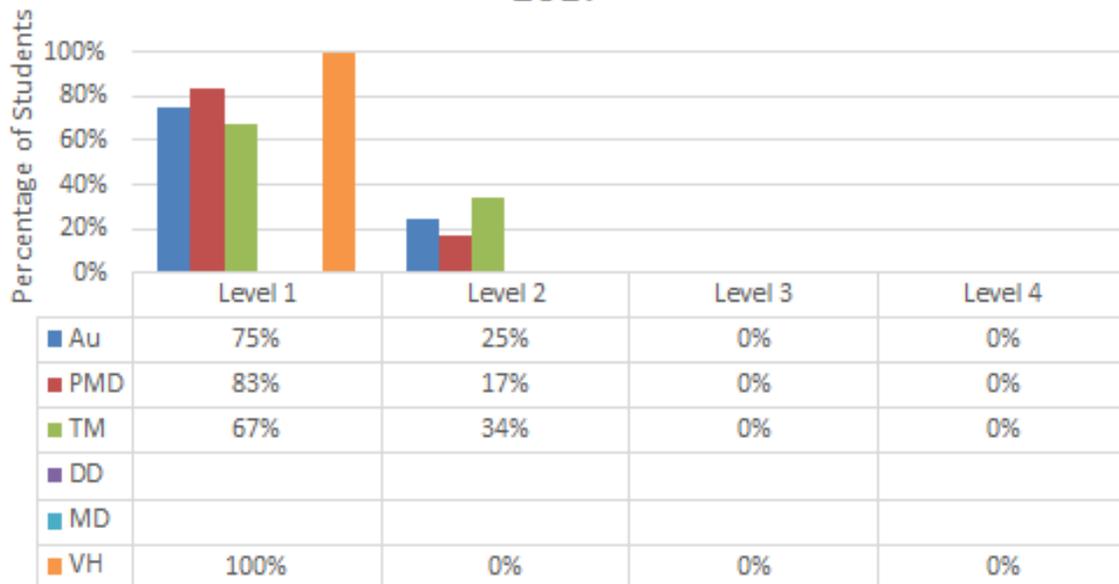


This graph shows a comparison between the 2014 SC-Alt Math and the 2015 SC-NCSC Math scores. No tested students scored in the Level 4 range for either test; however, on the SC Alt Math test in 2014, 33% scored at Level 3. Only 14% did so in 2015 on the SC-NCSC test. In 2015, sixty-eight percent of students scored in the Level 1 range on the SC-NCSC while 13% scored at that level the previous year (2014) on the SC-Alt test.

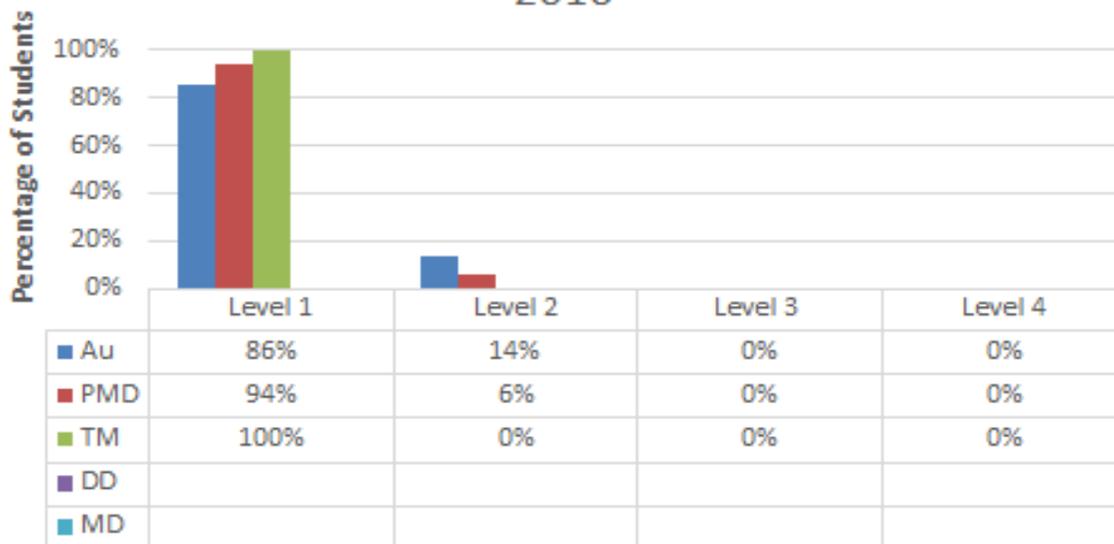
Test formats and content of the SC-Alt and the SC-NCSC differ significantly. Additionally, the SC-NCSC measures only ELA and Math; however, the SC-Alt previously assessed all four content areas (Math, Science, ELA, and Social Studies). Prior to 2016, the SC-Alt utilized printed materials and manipulatives. The SC-NCSC, in contrast, relies on materials available online or ones that must be printed by the test administrator. Questions and “read aloud” passages on the SC-NCSC ELA and Math tests are lengthy and complex and do not include tangible manipulatives, making tasks entirely too difficult for students with serious intellectual disabilities.

The following graphs and descriptions reflect the percentage of SC-NCSC ELA scores (Levels 1-4) disaggregated by student disability classifications. Three graphs are included to compare the 2017, 2016 and 2015 results for each disability category.

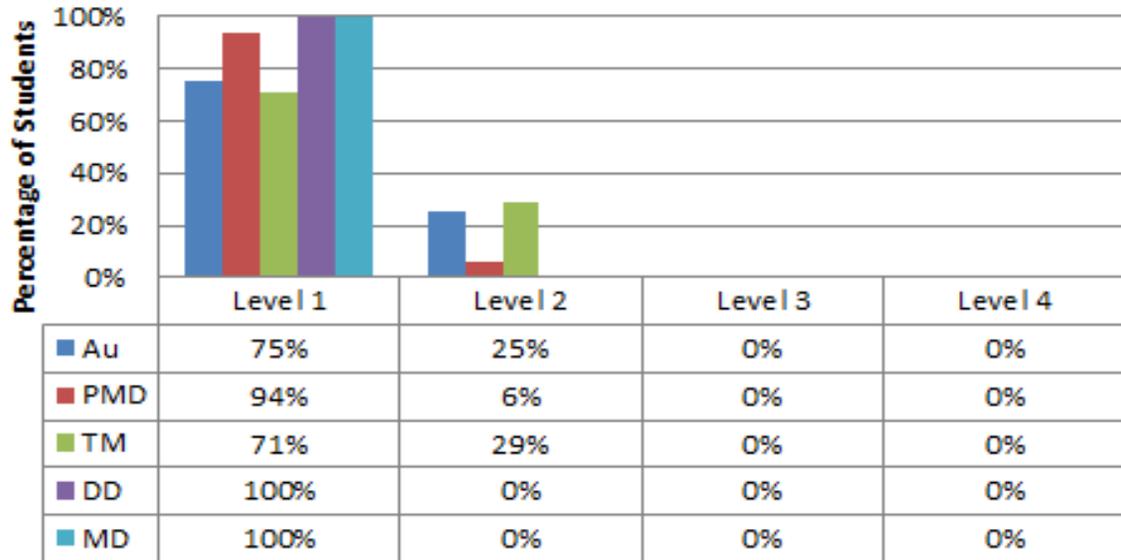
Percentage of SC-NCSC ELA Scores Level 1-4 by Disability 2017



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

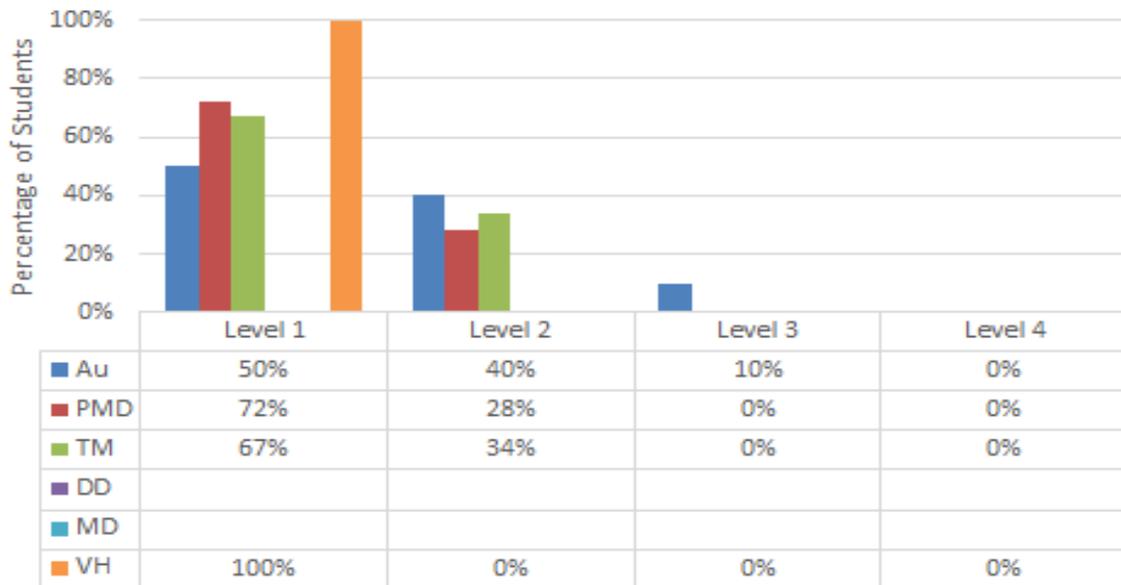


Percentage of SC-NCSC ELA Scores Level 1-4 by Disability 2015

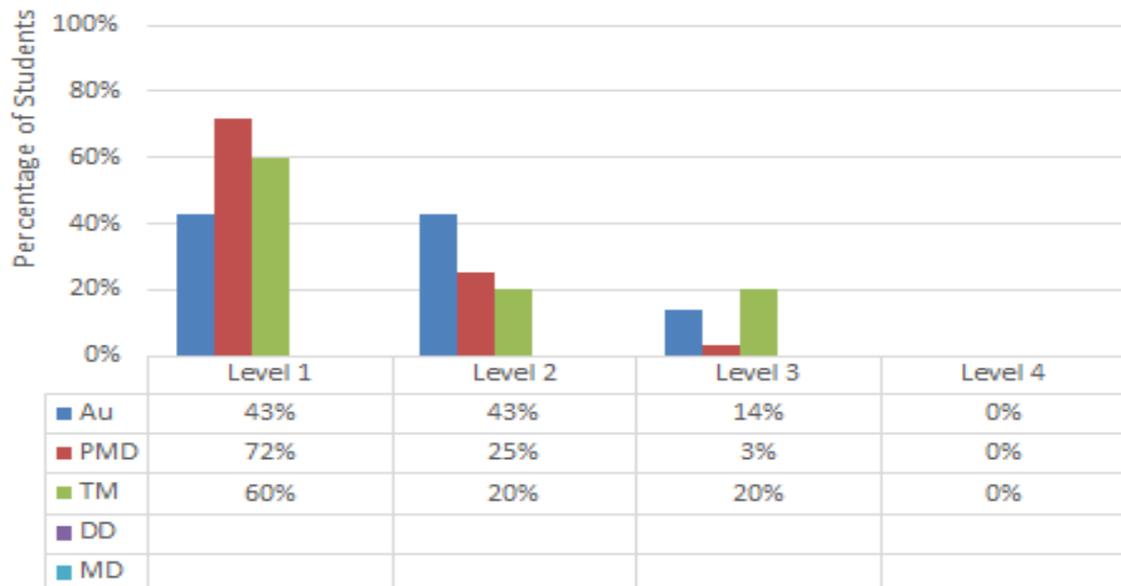


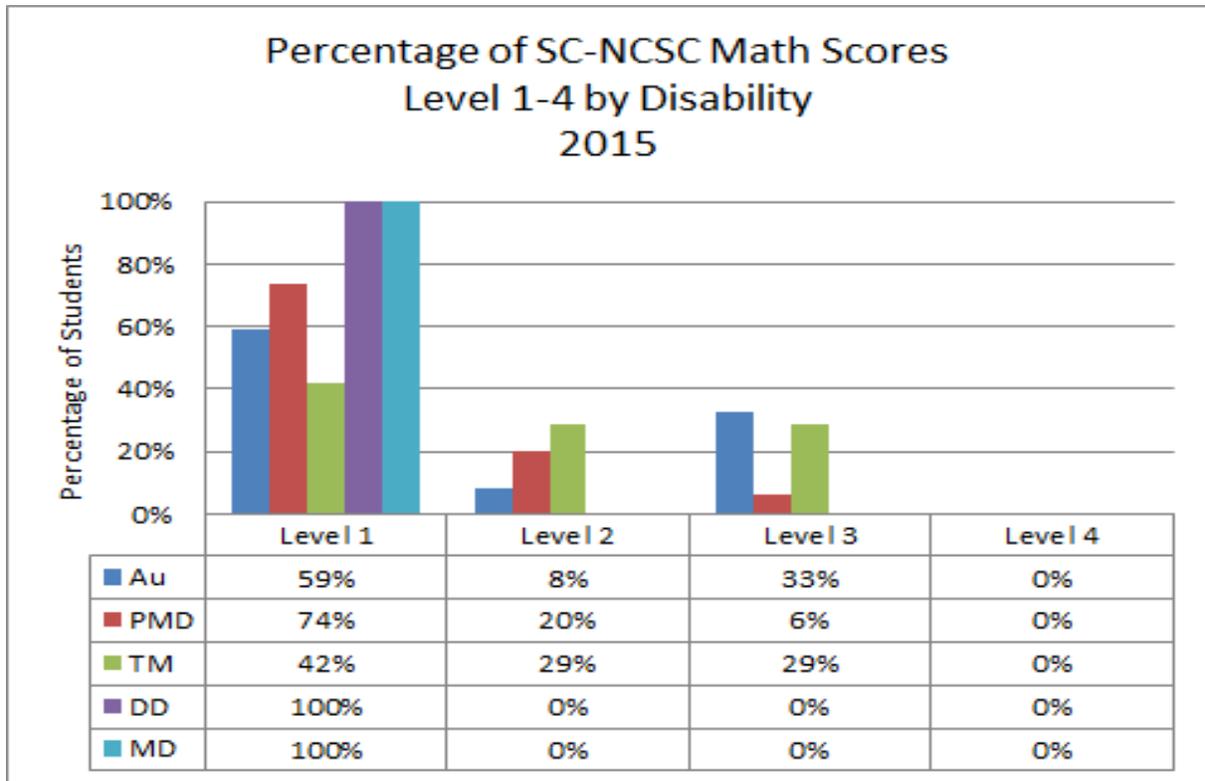
Keeping in mind our goal of maintaining a 12% score average over the Below Basic (Level 1), of the three years compared, students with Moderate Disabilities (TM) and students with Autism averaged 21% within the Level 2 range. As anticipated, functionalities in the PMD (Profoundly Mentally Disabled) range averaged the lowest, achieving 17% - 6% in Level 2 for the three year tests. No student scored above Level 2 (Levels 3-4) for the 2015 - 2017 NCSC ELA tests. Note that classifications of Developmentally Delayed (DD) and Multiple Disabilities (MD), depicting our early childhood population, were discontinued after 2015. The VH (Visually Handicapped) disability category was added in 2017 to include four early childhood students who scored in the Level 1 range, indicating the difficulty of accessing the test for students with visual challenges.

Percentage of SC-NCSC Math Scores
Level 1-4 by Disability
2017



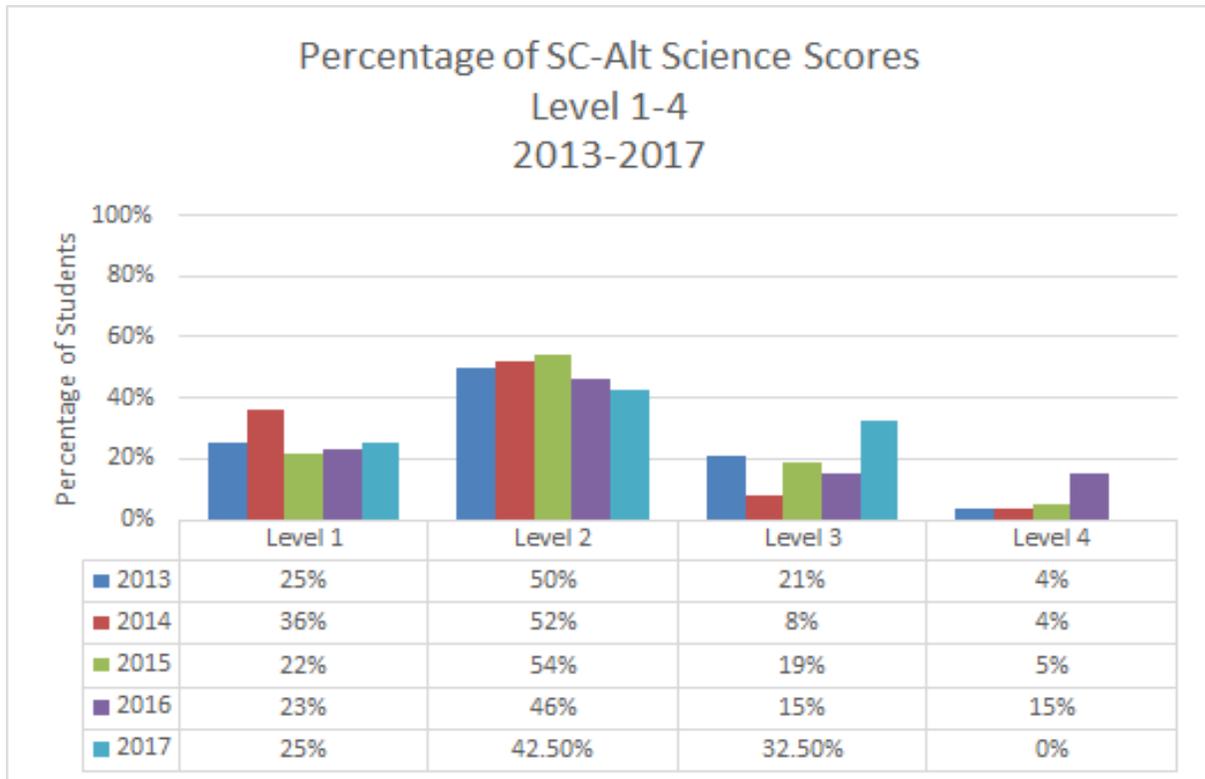
Percentage of SC-NCSC Math Scores
Level 1-4 by Disability
2016



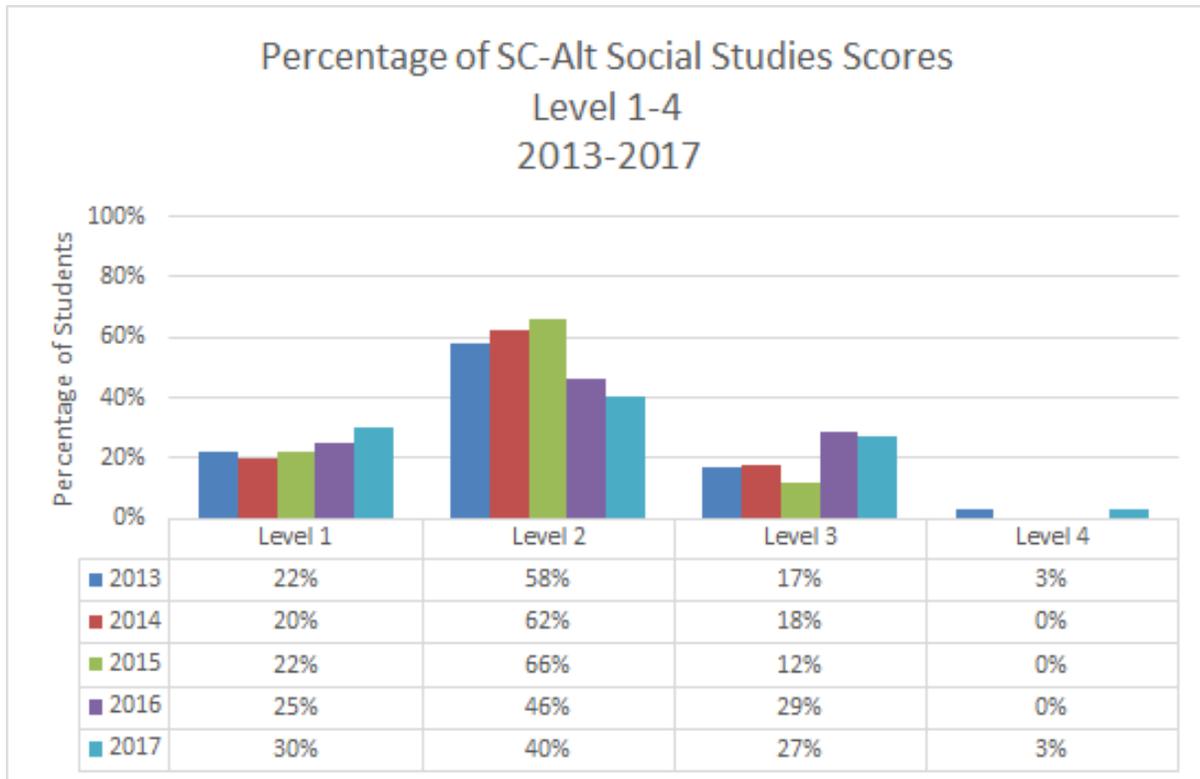


The previous graphs compare SC-NCSC Math scores by disability classification for the three tested years. Averages for students with Autism in Levels 2 and above have exceeded the annual 2017 goal of 40% above Level 1. These averages are followed by scores from students with moderate disabilities (TM) whose averages ranged from 34% to 58% during the depicted years. Three year Math score averages for students with Profound Intellectual Disabilities consistently remained the lowest, ranging from 26% to 28%. The VH (Visually Handicapped) disability category, added in 2017, included four early childhood students who scored in the Level 1 range indicating the difficulty of test access for students with visual disabilities.

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



SC-Alt Science scores decreased slightly, compared with the previous year, in terms of the number/percent of students who scored at a basic level or above. Thirty-two percent of students reached the Proficient criteria (Levels 3-4).



In Social Studies, Washington Center students showed a decrease in the number of students who met Basic and Above (Levels 2-4) in 2017. However, for that year (2017) there was an increase in the percentage of students who scored Level 4, and a decrease in Level I scores—which is desirable.

Student Achievement Challenges and Related Goals (Needs Assessment)

Due to the serious nature of the intellectual disabilities of students at Washington Center, academic and functional skill growth does not follow a typical developmental trajectory. As a result, alternate strategies must be used to measure progress.

The 2016-2017 objective for IEP goal achievement was for 95% of students to achieve mastery on 80% or more of their IEP goals. Teachers and therapists met regularly during the 2016-2017 school year to analyze student progress and, as indicated by data, student mastery averages rose to 96.87% in large part due to the regular monitoring and collaboration that occurred among teachers and therapists. However, during the 2017-18 school year, the percentage remained high, but missed the 95% goal by only by 0.7 of one percent. As discussed in the Action Plan, monitoring and PLCs will be in place during the subsequent school year to insure that IEP goals are amended if student progress is not indicated.

Students classified as VH (Visually Handicapped) which includes five students in Washington Center's early childhood population, scored in the lowest range of mastery. IEP goal mastery has been reintroduced as a specific teacher goal in the annual SLO (Student Learning Objective) requirements, and as the IEP manager, classroom teachers are charged with overseeing all aspects of the IEP. Regular conferences and updates with therapists and teachers are required, and particular focus is being directed toward IEP therapy goals for the early childhood population.

With the advent of the SC-NCSC, Washington Center's student performance goals have been reconfigured and new baselines generated. Lengthy and advanced material presented in the SC-NCSC ELA test is challenging for students with severe disabilities, however, in an effort to better prepare them for the rigor of the assessment, Rubicon Atlas has been added to curriculum resources. The Unique Learning System has a format that is similar to online test questions, thus giving students an opportunity to become familiar with the process; and, for the current school year, the Attainment Curriculum which covers all subject areas, has been added as an additional resource. For the 2016-2017 school year, the projected ELA goal was for 12% of student scores to range above Level 1, and students exceeded the goal with 22% of scores in Levels 2 and above. Student scores for the 2017 Math SC-NCSC were projected to average as 40% within Levels 2 – 4. As a result, student scores averaged 35% within Levels 2-4, missing the anticipated goal by five percentage points.

Our instructional team has initiated a variety of strategies to address the challenges of the Alternate Assessment for our students. Representatives from the State Department of Education Office of Testing have observed Washington Center students and have noted the challenges of reliable testing. Additionally, Washington Center has staff members who serve on state committees where they continue to advocate for more appropriate assessment instruments. Washington Center teachers consistently adapt instructional strategies and rely upon the Unique System, Attainment Curriculum and/or Rubicon Atlas for teaching standards-based content. Students practice using technology for indicating a one response choice. Students have access to iPads, Promethean Boards, touch screen computers and various types of assistive technology --- all designed to help students learn to respond more competently to updated, online assessments.

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, SCDE guidelines, and information provided by Special Education Services. Based upon 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 and Attainment 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), CORE Team, characteristics and methods for teaching students with Autism, Dyslexia Training, Google website development, technology integration, safety training, recognizing child abuse, teenage suicide awareness, PAS-T training, book studies, PAS-T goals, instructional strategies, professionalism goals, Attainment, Virtual Field Trips, Twitter, and DonorsChoose.

Unique Learning Systems Curriculum: In response to an identified need for a consistent curriculum across the district for the Special Education population, the Unique Learning Systems curriculum was chosen, and implementation began during the 2013-2014 school year. This program addresses state standards, communication, and social/emotional development objectives, as well as coping and 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 System 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.

Rubicon Atlas Curriculum: In addition to the SC College and Career Ready standards and Unique standards, teachers utilize the Rubicon Atlas Curriculum materials. Teachers are able to integrate each of the instructional content areas into lessons and units that are adapted to meet the special needs of Washington Center students.

Attainment Curriculum: The Attainment Curriculum is new in 17-18 and is funded by the South Carolina State Department. It focuses on providing instruction in English Language Arts, Social Studies, Science, and Math for students with significant intellectual disabilities. The program includes the use of abstract, concrete, and early learning symbols so teachers may adapt instruction for the needs of their students. Teachers and administrators attended district training, as well as in-house training, on use and application of the new curriculum. While this is the implementation year of the Attainment Curriculum, teachers at Washington Center will begin to make use of the curriculum in their classroom on a weekly basis, as a teacher expectation goal.

Speech: Word of the Week Core Vocabulary Initiative-The goal of the Core Vocabulary Word of the Week program is to provide a comprehensive school-wide program that improves functional language use and to improve communication and quality of life for Washington Center Students. We expect to see an increase in comprehension and use of core vocabulary throughout the day by improving student and staff familiarity with core words in picture, tactile symbol and sign language forms. The "It's Bebo Time" puppet show is designed to provide an engaging and entertaining instructional technique to introduce and reinforce 20 functional core words. A new word is introduced every other week via a "Bebo" instructional video, implementation "Quick Tips" and a corresponding book that emphasizes the target word. Teachers, support staff, administrators and therapists have joined to make improving communication a school priority.

Online Data Collection: Currently, teachers are responsible for recording 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, archives plans and facilitates sharing, 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 school. Mentors, trained by the district during a three day summer workshop and an additional Mentor Upgrade Training, 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, observing in class regularly and by initiating conferences with mentors and mentees. There were no new Washington Center teachers for the 2017-2018 school years.

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 Vagus 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 additional Safe School courses as a follow-up to an employee following an accident or injury. 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 designed 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. Our Instructional Coach shares updates on procedures, guidelines for testing 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, and in the 2018 testing Science will join the online format. All test administrators are trained through a series of modules and quizzes online through the SC-Alt Portal; and additionally, school-based professional development is provided related to 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. Student restraints should be documented each time they are used, and only staff who has been properly CPI certified are allowed to engage in restraint, which is a last resort. Following any incident in which restraint is used, staff members involved are required to complete incident reports that are sent home to the parent/caregiver within 24 hours of the incident. Select Washington Center Staff members are chosen to be part of the CORE team, a small group of first responders who are called to assist in times of crisis. The CORE team receives an extra day of nonviolent crisis intervention training that is specific on how to properly assist, using restraints only as a last resort.

Autism Training: During the 2015-2016 school year, Special Education Services offered an Autism Institute with one hour sessions available to administrators, teachers, and paraprofessionals. Among

the topics were: 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 staff and administration attended each of these trainings.

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 electronic tools. 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” provided new computers for Washington Center teachers and office personnel. Professional development training was offered for Windows 8, and training in Google Documents and Grid-Player 2 usage was 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, virtual field trips, Skype, Twitter and for designing of classroom newsletters.

During the 2016-2017 school year, grants were used to purchase 29 iPads, 25 desktop computers with touch monitors. An ActivTable was also purchased with money donated by a local charitable foundation. Projectors for 18 Promethean Boards were replaced by the company.

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 training and by renewing certification every five years with thirty hours of technology credit.

PAS-T Training: The Performance Assessment for Teachers (PAS-T) is Greenville County Schools' evaluation tool used to monitor and support teacher performance. Teachers rotate through a five year cycle and are evaluated formally when they are in Cycle Five; however, teacher evaluation is required in some form every year. PAS-T domains are: knowledge of curriculum, instructional planning, instructional delivery, assessment, learning environment, communication, professionalism, and student achievement for learning objectives. School-wide goals are shared by faculty and staff to maintain a cohesive professional environment. These goals are included on a Student Learning Objective (SLO) form completed by teachers each year. Also as a part of the form, Unique Learning System Benchmark testing results in ELA and Math are analyzed; peer and administrator observations are recorded; self-reflections by those evaluated formally are developed. Also, 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, and Utilization of the Unique Learning Systems and/or Attainment curriculum at least three times weekly.

Student Learning and Achievement Goals have been modified due to test format changes and IEP goals. 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 IEP goal mastery level of 100 percent. During the 2015-2016 school year, a "Student Centered Specialized Instruction Series" was presented each month. Teacher teams presented applicable one-hour sessions on the following topics: Behavior Management, Transition Planning, Technology, and Connecting Data to IEP Goals, ELA, Math, and Science/Social Studies.

Book Studies: All staff members participate in yearly book studies. Titles have included: The Fred Factor, Who Moved My Cheese? and Fish. During the 2017-18 school year both students and staff

participated in The Energy Bus book studies. The book studies have enhanced teamwork and provided a positive insight into our professions.

Eleot: In preparation for the district's five year AdvancEd accreditation review in the fall of 2018, teachers are required to present an Eleot (Effective Learning Environments Observation Tool) lesson. This specifically prescribed lesson criteria includes required components to be observed within the 20 minute instruction. Following several support sessions with lesson examples, teachers developed relevant lessons based on student abilities as applied to the Eleot criteria, and were rated according to requirements by school administrators during January, 2018. Teachers scored an average 3.23 on a four point scale.

SCHOOL CLIMATE NEEDS ASSESSMENT

School Environment Supportive of Learning Involving the Community

Washington Center families, staff and community members work together to share responsibility for student success. Volunteers are essential to the program. In addition to the services they provide, their interactions with students result in learning experiences for the volunteers themselves as well as for the young people they seek to serve. It is also important for students to have opportunities to participate in and give back to the community. Community based experiences enable students to learn real world information and to practice skills that are rarely transferred from “in school” instructional settings without opportunities for direct application. More information about our school-community connections can be found on our district School Profile page:

<https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=washctr>

Washington Center volunteers come from local high schools and colleges, business and civic organizations, parents and family members, and the community at large. Service groups such as ones that include students from Sara Collins Elementary School, Christ Church Episcopal Middle and High Schools, Riverside High School, Shannon Forest Christian School, Eastside High School, Klaver Klubs, Furman University, various high school teacher cadet programs, Greenville Hospital residents, and Greenville Technical College nursing program send volunteers who give students individual attention and provide exposure to typical peers. We also provide the opportunity for these volunteers to learn about our student population. 10,589 volunteer hours were documented for the 2016-2017 school year.

Annual events made possible by volunteer assistance are: Special Olympics; Challenge Day; Valentine’s Day Pageant; Boo in the School; Craft Days; Run, Walk and Roll 5K; Christmas Program; and Community Day. Each fall, Washington Center students participate in Bob Jones University’s Challenge Day. Approximately 200 student volunteers from BJU, in addition to Greenville Recreation District personnel, plan and organize a Special Olympics event exclusively for Washington Center students. Subsequently, each spring many Washington Center students travel to Furman University for the county-wide Special Olympics. Prior to the Furman event, approximately 200 students from Riverside High School visit Washington Center to meet and get to know their assigned athletes. The Riverside students then accompany Washington Center students throughout the day at Furman. Community Day gives all Washington Center students an opportunity to interact with

and learn about jobs performed by various community members. The Greenville Fire Department, South Carolina State Troopers, Fox Carolina News, 107.3 Jamz Radio Station, Greenville County EMS, the Greenville Drive and the Downtown Greenville Trolley are a few of the past participants in this event.

The Washington Center PTA volunteers begin each school year by hosting a “Meet Your Teacher” afternoon; and in the fall, they work with Washington Center staff to organize a Family Night. At each of these events, families are given school and community information and are introduced to services that may be of benefit to them. The November 2017 Family Night hosted eight groups or agencies including: Family Connection; Thrive Upstate; Camp Hope; SC Autism Society; SC Assistive Technology Project; Protection and Advocacy; GHS Supportive Care Team; and Camp Spearhead.

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

Dog therapy is provided monthly, giving students an opportunity to have hands-on experiences with pets. In the past this service has been provided by dog therapy groups, the Greenville County Animal Shelter, or by an individual with a specifically trained dog.

The Local General Electric Volunteer Group is refurbishing our Multi-Sensory area with new equipment. They also designed and built wheelchair accessible planter bins for the greenhouse area. Engineering students attending Bob Jones University have worked with our Art, Occupational Therapy and Administrative departments to develop a prototype 3-D grasping device. This device assists our students in holding items for feeding and fine motor skills.

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

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

The Klaver Klubs, community service groups from Beck and Hughes Middle Schools, also support Washington Center. These girls assist during the school Christmas party and have funded student gifts and projects. They also help with the PTA sponsored 5K Run, Walk and Roll and with other PTA events, such as Family Night.

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

During the 2016-17 school year, each class has participated in the "Time Out in the Community" pen pal program sponsored by the Bon Secours Wellness SEC Women's Basketball Tournament. Students have corresponded with Texas A&M and Vanderbilt University women's basketball teams, and have followed assigned players and team playoff scores.

Washington Center parents often help with classroom needs by creating bulletin board displays, laminating, serving on the PTA Board and chaperoning community trips. Many parents attend school-wide events such as the Bob Jones Challenge Day and Furman Special Olympics. Parents also support the school by sending treats for Teacher Appreciation Week and Boo in the School, by raising money for special projects, by joining PTA, by buying/selling Cherrydale Farms and Honey Baked Ham

merchandise, by sponsoring and recruiting donors for the 5K Run, Walk and Roll, and by attending special events such Family Night, Thanksgiving Lunch and the Valentine Dance.

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

Throughout the year, Washington Center students participate in a variety of community outreach activities as a part of their Community Based Experiences. In the past, they have visited with residents of Cascades Verdae Retirement Community and Shepherd's Care Assisted Living Center; have delivered hot meals to seniors with Meals on Wheels; and, they have partnered with a local church to pack weekend meals for designated Blythe students. Students have participated in the Veteran's Day ceremony at University Ridge where they greeted and thanked veterans for their service and also passed out student made cards. They will be continuing the tradition of making Veteran's Day cards this year to be delivered to our Greenville County Veterans' office. Classes compete during Pennies for Patients, to raise money for the Leukemia and Lymphoma Society. Students have been working to collect can tabs to donate to the Ronald McDonald house, and they are developing math skills and practicing fine motor skills while counting tabs. During Washington Center's annual Spirit Week, money is raised or needed items collected for a chosen charity outside the school. Additionally, a local police group was invited to the school for an appreciation celebration, subsequent to one of their team members having been killed in the line of duty.

Students have become involved in the community through visits to sites such as the Lowes Grocery, Whole Foods, Trader Joes, Cabela's Aldi, Runway Café, the Children's Museum, Upcountry Museum, Another Broken Egg Café, Greenville Symphony Orchestra, the Peace Center, Festival of Trees, Wade Hampton Lanes, Bon Secours Arena, Whispering Pines Equestrian Center and a variety of parks and restaurants. Students have also attended a Greenville CAN luncheon and volunteered as greeters during the ceremony.

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

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

Washington Center staff members maintain personal websites, and each week a designated teacher contributes photos and articles which appear on the school web page and are shared with local media. Additionally, teachers create monthly newsletters which they post on their websites, send home with students, and/or email to parents. They communicate additionally with parents using email, phone calls, in-person conversations, and communication notebooks. The school publishes a quarterly newsletter, *The Seagull Express*, which is printed in both English and Spanish. The principal routinely emails updates and information to the staff in a Sunday Night Message in addition to a Friday afternoon phone message that is sent to both parents and staff. A “Remind” telephone app has been made available to staff and families so that the principal can communicate reminders of special events as well as updated information about weather related school delays or closings. Washington Center’s Facebook and Twitter sites provide further communication resources for the community. The addition of the Morning News broadcast to each classroom via Zoom has provided a student involved visual start to each day. A social worker assigned to Washington Center provides support for families through home visits, referrals to local agencies, and on-going communication with school personnel.

Washington Center’s instructional program is enhanced by an Adaptive Environmental Science laboratory and greenhouse, Daily Living Skill Training, a Multi-Sensory Environment, Adaptive PE,

Media Center, and Adapted Related Arts classes. Related Arts teachers collaborate with each other for various lessons such as ones related to Veteran's Day and or foreign countries, and each publishes a monthly newsletter.

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

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

- Adaptations provided in the **Music** classroom to facilitate engagement and student learning include: Hand-over-hand assistance for playing instruments; rolling wheelchairs for dancing or marching; and, hand-over-foot support for stomping. Extra care is taken to ensure that all students are assisted gently, safely, and only to the extent that is actually needed. Adaptations made specifically for VI (visually impaired) students include positioning of objects and pictures in close proximity to the student, seating a student close to the Promethean Board, using the Doceri app on iPad, and providing objects and instruments for students to touch and feel. Students benefit from clear instructions and teacher modeling, varying levels of prompts and/or hand-over-hand assistance, and frequent opportunities to make choices. Additionally, they are encouraged to use voice output devices and other types of augmentative communication, while the pace of instruction is consistently adjusted to meet the needs of student groups. In addition to the Unique Curriculum and News-2-You, *Quaver Music*, and *Spotlight on Music* are online curriculums that are adapted for weekly, sequential instruction.
- Actively engaging students in each lesson is a primary goal in **Art** class. By using the state curriculum standards for visual arts, paired with the core subject standards, the students recognize how the visual arts are connected to other aspects of their lives. Students are encouraged to participate in activities by using a variety of instructional methods that are individualized for each student. Among the many adaptations and modifications in place are: specialized tool handles; visual and tactile symbols; switch activated controls; varied prompts and assistance levels; assistive technology; clear instructions; developmentally appropriate activities; positive reinforcement; teacher-modeling; adjusted pace of instruction and review. Additional adaptations made for students with visual impairments include large pictures or models, black backgrounds, boundary guides and objects with significant tactile components. Active involvement in the art-making process enhances hand-eye coordination and gross and fine motor control. In recent years, student artwork has been exchanged on loan with local elementary schools through the Art Swap program, and work generated by students in other

schools has been displayed at Washington Center. In collaboration with several high schools, murals are planned for display throughout the school.

School Safety and Security

In addition to interior cameras which have been installed, student and staff safety has been enhanced via daily walk-throughs by law enforcement personnel. Student safety is provided through the installation of scan locks on all exterior doors and the installation of emergency buzzers in additional rooms. Classroom activities can be viewed at any time, both on the main campus and at Hollis using classroom cameras. There are also four exterior cameras used to monitor activities outside the school. School safety is a priority for our campus, and has been targeted as a School Climate Goal for our subsequent Five Year Plan.

Discussion of 2017 Survey Results

Report Card Survey Responses from teachers yielded the following information: Sixteen Teacher Responses were received for analysis. (Parent surveys were not required for Washington Center for the school year 2016-17, but have been assigned for parents of students ages 17-20 for the 2017-18 school year.) Three questions were targeted for the district School Portfolio analysis. For the question, "I am satisfied with the learning environment in my school," our teachers answered 100% positively. Responding to the question, "I am satisfied with social and physical environment," teachers had 100% agreement. Ninety four percent of teachers were "Satisfied with school-home relations." Overall school climate indicators reveal all 68 of 71 survey questions scored 85% and above as favorable (agree/mostly agree) in the Teacher Survey.

Nature Trail Project

A recent initiative has involved the design, funding and construction of a nature trail on property behind the main campus site. The funding drive for the trail began with individual donations and successful grant applications. Subsequently, Eastside High School chose Washington Center to be the recipient of money generated by their 2016 fall Sprit Week. Eastside students were able to raise \$116,550.00 to be used for the construction and maintenance of Washington Center's trail. Sara Collins Elementary PTA and additional donors have contributed funds toward the project. A

landscape architectural firm was hired to oversee surveying the site and designing the specific plans; and, a completion date of Summer 2018 has been targeted.

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

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

<https://www.greenville.k12.sc.us/washctr/Upload/Uploads/Nature%20Trail%201.pdf>

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 1

During the 2018-19 through 2022-23 school years, students in grades 3-9 will increase 3% yearly on their school-wide average scaled scores for English Language Arts as measured by the SC Alternate Assessment (SC Alt)

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3% yearly increase in scaled score average in ELA as measured by the SC Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE: SC-Alt Scale Scores for ELA	(2016-17 ELA Scale Score Average) 1233	School Projected	1270				
		School Actual					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 2

*During the 2018-19 through 2022-23 school years, students in grades 3-9 will increase 3% yearly on **school-wide average scaled** scores for Mathematics as measured by the SC Alternate Assessment (SC Alt)*

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3% yearly increase in scaled score average in Mathematics as measured by the SC Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE: SC Alt Scale Scores for Mathematics	(2016-17 Math Scale Average) 1224	School Projected	1261				
		School Actual					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 3

*During the 2018-19 through 2022-23 school years, students in grades 4, 6, 8 and 10 will increase 3% yearly on the **school-wide** scaled score average for Science as measured by the SC Alternate Assessment (SC Alt)*

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3% yearly increase in the scaled score average in Science as measured by SC Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE: SC Alt Scale Scores for Science	(2016-17 Science Scale Score Average) 436	School Projected	449				
		School Actual					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 4

During the 2018-19 through 2022-23 school years, students in grades 5, 7 and 11 will increase 3% yearly on the school-wide scaled score average for Social Studies as measured by the SC Alt

INTERIM PERFORMANCE GOAL: Annually meet or exceed a 3% yearly increase in scaled score average in Social Studies as measured by the SC-Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE: SC-Alt Scale Scores for Social Studies	Baseline will be established in 2018-19 with revised test formatting	School Projected					
		School Actual					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 5

During the 2018-19 through 2022-23 school years, 100% of students will master at least 80% of IEP goals as measured at the conclusion of each IEP.

INTERIM PERFORMANCE GOAL: 80% or more of students will annually master 100% of IEP goals as measured at the conclusion of the IEP.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE: End of IEP Goal Mastery	(2017-18 IEP Goal Mastery Average) 94.3%	School Projected	80%				
		School Actual					

ACTION PLAN FOR STRATEGY #1: Achieve a 3% yearly increase in ELA SC-Alt scale scores.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in ELA each day	8/18-6/19	Classroom Teacher	NA	NA	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through their PLC meetings to enhance ELA instructional skills.	8/29/18- 5/8/19	Instructional Coach	NA	NA	Agenda, teacher reflections and follow-up Implementation noted in Lesson Plans & Observations
3. Instruction in Core Vocabulary daily	8/18-6/19	Speech Therapists	NA	NA	Lesson plans Speech Therapy documentation Observation summaries

ACTION PLAN FOR STRATEGY #2: Achieve a 3% yearly increase in Math SC-Alt scale scores.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in Math daily	8/18 - 6/19	Classroom Teachers	NA	NA	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through their PLC meetings to enhance Math instructional skills.	8/29/18- 5/8/19	Instructional Coach	NA	NA	Agenda, teacher reflections and follow-up Implementation noted in Lesson Plans & Observations
3. Provide technology to enhance math instruction	9/18 – 6/19	Principal/ Technology Specialist	NA to school	GCS Donors Choose	List of devices and apps

ACTION PLAN FOR STRATEGY #3: Achieve a 3% yearly increase in Science SC-Alt scale scores.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in Science at least once weekly	8/18 – 5/19	Teacher	NA	NA	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through their PLC meetings to enhance Science instructional skills.	8/29/18- 5/8/19	Instructional Coach	NA	NA	Agenda, teacher reflections and follow-up Implementation noted in Lesson Plans & Observations
3. Create Science manipulative object bank	8/18 – 6/19	Instructional Coach & Science Teacher	\$690.11	Donors Choose	Cataloguing and use of materials
4. Establish Science resource folder in Staff Drive	9/18 – 6/19	Instructional Coach	NA	NA	Science Resource folder contributions

ACTION PLAN FOR STRATEGY #4: Achieve a 3% yearly increase in Social Studies SC-Alt scale scores.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of standards-based instruction in Social Studies at least once weekly	8/18 – 6/19	Teacher	NA	NA	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through their PLC meetings to enhance Social Studies instructional skills.	8/29/18- 5/8/19	Instructional Coach	NA	NA	Agenda, teacher reflections and follow-up Implementation noted in Lesson Plans & Observations
3. Create Resources folder on Staff Drive to share recommended CBI destinations, Virtual Field trips, Community Resources	8/18 – 6/19	Instructional Coach	NA	NA	Resource folder contributions

ACTION PLAN FOR STRATEGY #5: Achieve 100% mastery of IEP goals as measured by end of IEP combined data averages by 80% of students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monitor IEP goal progress on a daily basis.	8/20/18-6/5/19	IEP Case Manager	NA	NA	SLO updates Progress/Interim Reports IEP Daily Documentation
2. Meet quarterly- teachers & therapists- to analyze goal progress	10/23/18 1/15/19 3/21/19 6/5/19	IEP Case Manager	NA	NA	Progress Reports Schedule of Meetings
4. Amend non-achievable goals	10/18-2/19	IEP Case Manager	NA	NA	Record of Meetings
5. Conduct PLC to develop achievable IEP goals	10/10/18	Program Facilitator/ IC	NA	NA	Agenda and follow-up activities

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 1

During the 2018-19 through 2022-23 school years, Washington Center will support Teacher/ Administrator quality through 100% achievement of the following:

- Recruiting and retaining qualified teachers and Para-educators to achieve full employment
- Maintaining high standards of teacher professionalism

INTERIM PERFORMANCE GOAL:

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): School Employment Records	(2017-18)	School Projected	1. 100%				
	1.All teachers returned, 3 Para-educators hired, 100% positions filled		2. 100%				
Teacher SLO Summaries	2.93.3% teacher SLO goals met.	School Actual					
	22 in-school hours of PD presented						

ACTION PLAN FOR STRATEGY #1: Recruit and retain qualified staff					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Preliminary interview panel of peers to screen candidates prior to principal interview	3/18-6/19	Principal	NA	NA	Schedule of interviews, notes
2. Support system for new teachers with assigned mentors.	7/18-6/19	Instructional Coach	NA	NA	Log of monthly meetings
3. Recognition for years serving at WC	8/18 & 6/19	Principal, Attendance Clerk	TBD	TBD	List of employees and years employed at WC

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY Professional Development	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. PLC presentation & participation	9/18-5/19	Instructional Coach	NA	NA	Agendas, Follow-up discussions, Implementation
2. SLO Professionalism Teacher Goal Achievement	8/18-6/19	Teacher/ Instructional Coach	NA	NA	SLO Goal Form and mid and end of year updates
3. Yearly participation in a minimum of 24 hours of Professional Development	6/18-5/19	Teacher	NA	NA	Printout of Portal PD hours

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

PERFORMANCE GOAL: 1

Achieve and maintain a rate of 90% of parents and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey. (Because of functionality levels, Washington Center students are cognitively unable to participate in the SCDE Survey).

INTERIM PERFORMANCE GOAL: Meet annual targets below

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE: SDE School Report Card Survey		School Projected Teachers	≥ 90				
		School Actual Teachers					
		School Projected Parents	≥ 90				
		School Actual Parents					

ACTION PLAN FOR STRATEGY #1: Establish internal security for on-campus safety.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of cameras to record activities in instructional areas	8/20/18-ongoing	Principal, Plant Engineer, GCS	No cost to school	GCS	Recordings
2. Alarms to alert door opening	8/20/18- ongoing	Principal, Plant Engineer, GCS			Record of installations & student incidents
3. Safety Training PowerPoint and Active Shooter Training for staff	8/15/17, 8/13/18	Principal, Safety Administrator	No cost to school	(NA)	Agenda

ACTION PLAN FOR STRATEGY #2: Carry out a plan for Staff Safety Training					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Training from Nurses, PT & OT for student needs at school orientation & ongoing throughout the school year, as needed	8/18-6/19	Principal	No cost	(NA)	Checklist of skills completed
2. Staff CPR certification	Summer 2018	School Nurses/ GCS	No cost	(NA)	Certificates of completion
3. Staff CPI Refresher	8/18	GCS	No cost	(NA)	Roster of completion
4. Safe School Training (including 6 additional school required courses)	9/18-	Safety Administrator	No cost	(NA)	Roster of completion

ACTION PLAN FOR STRATEGY #3: Carry out a plan for Student Safety.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Community Day – Onsite instruction for students & staff in community & emergency services	To be determined yearly	Community Day Committee	\$20.44	Local Funds	Community Day schedule
2. CBI procedures including Parent notification/signatures for trips, nursing supervision/ medication.	9/18-5/19	Classroom teacher	NA	NA	Roster & Calendar completion with required signatures
3. Communication from teachers/nurses regarding injury, illness	8/18-6/19	Administration, Nurses	NA	NA	Record of communication
4. Medication checklists to verify daily receipt & sending home of Diastat/ Epipen	8/18-6/19	Classroom teacher, checked by Nurse & IC	NA	NA	Medication checklist records
5. Fire, Tornado, Lock-down drills as required by district	8/18-6/19	Principal	NA	NA	Log of times/dates drills conducted