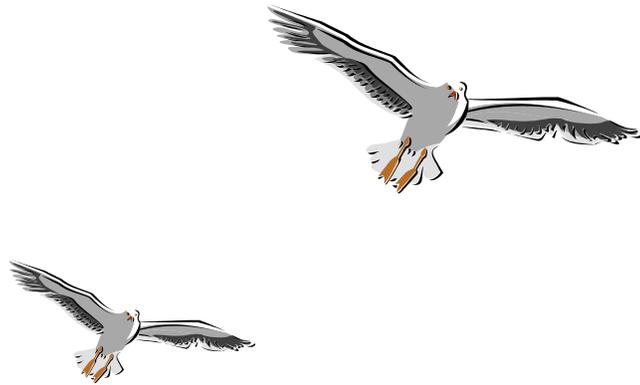


**WASHINGTON CENTER**  
**Special Education K-12**  
**Principal: Dr. Penny Rogers**



**GREENVILLE COUNTY SCHOOL DISTRICT**  
**Superintendent: 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 2019-2020** *(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. §59-139-16 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1200 *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 assurance requirements including ACT 135 assurance pages.

**SUPERINTENDENT**

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

**PRINCIPAL**

<i>Penny Rogers</i>	<i>P. Rogers</i>	<i>3/15/19</i>
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<i>Nardia Lloyd</i>	<i>Nardia Lloyd</i>	<i>3/15/19</i>
PRINTED NAME	SIGNATURE	DATE

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

<i>Linda Thigpen</i>	<i>Linda Thigpen</i>	<i>3/15/19</i>
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *2 Betty Spenser Dr. 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	Keith Powell Amanda Wakely Samantha Stansell
3. Parent/Guardian	Jill Hudson
4. Community Member	Robin Blackwood
5. Paraprofessional	Carey Reichardt
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	Kim Poole

**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><b>Academic Assistance, PreK–3</b> 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><b>Academic Assistance, Grades 4–12</b> 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><b>Parent Involvement</b> 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><b>Staff Development</b> 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><b>Technology</b> 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><b>Innovation</b> 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><b>Collaboration</b> 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><b>Developmental Screening</b> 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 <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Half-Day Child Development</b>  The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day 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><b>Developmentally Appropriate Curriculum for PreK–3</b>  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><b>Parenting and Family Literacy</b>  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><b>Recruitment</b>  The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  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>

## Table of Contents

1. **Introduction:** An overview of the self-study process, components of the document and summary of the school's focus.  
*Page 1*
2. **Executive Summary:** A comprehensive summary of the past, present and predicted future accomplishments and challenges for student achievement, teacher/administrator quality, and school climate as presented in the Strategic Plan.  
*Pages 2-8*
3. **School Profile:** Presents a demographic analysis and narrative of The Washington Center community: Students, staff, parental involvement and services.  
*Pages 9-33*
4. **Mission, Vision, Beliefs:** A summary of our instructional priorities and directions  
*Pages 34-36*
5. **Data Analysis and Needs Assessment:** A comprehensive analysis of our instructional priorities and statistical results and an overall look at student achievement as reflected in IEP mastery and alternate assessment scores, teacher/administrator quality, and school climate assessment  
*Pages 37-76*
6. **Renewal/Action Plan:** An overview of the school's long term renewal plan, interim goals and strategies/actions to achieve chosen goals for Student Achievement, Teacher/Administrator Quality and School Climate for 2018-19 through 2022-2023  
*Pages 77-94*

## **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 March 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 for Washington Center students is a complex concept because of the varied and controversial measures. Our curriculum which is based on communication, functional skills, mobility and motor skills, adapted academics and socialization, is best measured by the student specific IEPs. The 2018-2023 objective for IEP goal achievement is for all students to achieve mastery on 80% or more of their IEP goals. In total, 94.3% of Washington Center students achieved 100% IEP mastery for the 2017-18 school year, which exceeded meet our goal of 80% of students mastering all IEP goals. Disaggregated results analyzed student achievement according to classroom teacher, therapies, ethnicity, gender and disability.

At Washington Center, Alternate Assessments are used to comply with federal guidelines which require that student progress be monitored using standards-based assessments.

With the advent of online testing using grade level standards-based materials, complex and advanced material presented in the SC-Alt is challenging for students with severe disabilities. New baselines were established for the 2018-2023 Renewal Action Plan goal for SC-alt scores with an anticipated 3 point yearly school-wide increase in average scale scores per tested subject. Our instructional team has initiated a variety of strategies to address the challenges of the Alternate Assessment for our students. Strategies include technology, teacher training, curriculum resources, and representation in state Alternate Assessment committees. More information about Washington Center's Student Achievement can be found through the 2018 State School Report Card results:

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTkwMg>

## **Needs Assessment/Findings for 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-school workshops and Professional Learning Community (PLC's) that are 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), technology integration, safety training, SLO training and book studies. Maintaining high standards of teacher professionalism is criteria for insuring teacher/administrator quality.

Teachers are required achieve the following Professionalism Goals as part of the school's yearly Student Learning Objectives (SLO):

1. **Classroom:** Teachers will present standards-based instruction (using Attainment, N2Y System, SC Alt Support Guides, Weekly Reader) in **each subject area** (ELA, Math, Science, Social Studies) documented in lesson plans **weekly**

**Related Arts:** Teachers will present standards-based instruction (using Attainment, N2Y System, SC Alt Support Guides, and Related Arts Standards) in **each subject area** (ELA, Math, Science, Social Studies) as documented in lesson plans **quarterly**

2. Participate in a **PLC** presentation
3. **Classroom** teachers will **communicate** via phone call to parents at least once monthly keeping documentation
4. **Peer observations – Teacher Swap**
  - Fall-** Observe teacher from a different hall
  - Spring-** Conduct a lesson with students observed in the Fall
5. Maintain a **Weekly Class-Staff Meeting Log** to document **Para-Professional/Teacher Classroom** communication
6. **24 hours of Professional Development yearly**, and maintain **Technology Proficiency** (District Requirement)
7. **Monthly Hall Bulletin Board** student work display including Title, Standards
8. **Website** updates monthly with parent newsletters and updated front page detailing school/classroom events
9. Submit at least one **grant** yearly

### **Needs Assessment/Findings for School Climate**

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 ongoing 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 ensuring safety during the school day will be a priority goal. The perceptions of school safety were surveyed by certified staff resulting in a 100% agreement regarding a safe environment at Washington Center.

### **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 to an online format for standardized alternate assessments have made it difficult for student accessibility; and, test content is all too frequently inappropriately challenging for this population. Committee involvement and communications with SCDE Department of Assessment representatives are used by staff to provide advice and input for test improvement.
- Identifying appropriate curriculum for students with low incidence disabilities was a challenge for many years; however, the Unique Learning System, with standards

based lessons, has been used effectively in Washington Center classes.

Additionally, teachers also have access to the Attainment curriculum, a research-based program developed for state-wide Special Education classes. Monthly PLCs have prepared teachers for presenting appropriate instruction using these curriculum resources.

- 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 links to YouTube, Facebook and Twitter accounts. A school yearbook is published every other year.
- Student absences are an ongoing challenge for our population due to their medical conditions/hospitalizations. There are currently six nurses on staff at Washington Center. We also provide extra precautions to sanitize classrooms, and practice hygiene precautions.
- Because familiarity with student needs is important, staff are encouraged to attend regularly and be on time to provide consistent supervision.
- Maintaining up to date technology is necessary. 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 district allocations, during the 2018-2019 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.
- The oversight and general safety of students is always a concern, including transition times when students board/unload from buses. Many students have medical needs that require nurse to nurse contact, and they must be closely

supervised and their medications checked upon arrival and before leaving each day.

- 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 continued initiative for the school is the creation of age appropriate and safe outdoor recreational and instructional venues. During the 2018-2019 school year, the Washington Center Nature Trail opened. The Nature Trail includes ADA compliant walkways, plantings, and meeting areas. However, Washington Center's courtyard/playground has dated equipment and limited shade, which minimizes its usefulness for a group of Washington Center's students. We have initiated funding through a spirit week grant to update equipment and place sun shades over the swings.

### **Significant Awards, Results, and Accomplishments**

- The Adaptive Environmental Science Department has received several awards and grants this school year, including the "Champion of the Environment" designation, 4-H Club initiative, and a Gower Garden Club donation.
- Donors choose grants have enhanced classroom and school-wide projects.
- Mrs. Linda Hill, Program Facilitator, has received recognition for the award by the Horace Mann Employee Spotlight program for her contributions and accomplishments to Greenville County Schools.
- A grant from the Knights of Columbus was awarded to fund physical therapy equipment.
- Washington Center was chosen this year to participate in the "Playmaker" basketball initiative for the Women's SEC tournament.

- The recently completed ADA compliant Nature Trail provides shaded walkways, plantings and meeting areas for students and staff.
- Washington Center parent and PTA treasurer, Valerie Allen, was recognized for the Greenville County Schools Volunteer Spotlight

# WASHINGTON CENTER SCHOOL PROFILE

## School Community

### Overview

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 120 students who require specialized instruction as a result of severe intellectual disabilities. Recommendations for placement at a separate 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 has 27 certified teachers (18 classroom, 3 homebound, and 6 related arts), 7 part or full time therapists, 40 para-educators, 6 nurses, and 1 orderly. Related arts teachers spend one day a week at other schools, and occupational, speech and physical therapists have work schedules that include time on other campuses. Qualifying students receive itinerant vision and hearing services on site provided by district personnel.

### 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 require extensive support due to cognitive and/or behavioral issues. Washington Center's campus was designed with input from parents, staff members, and architectural professionals. A wing of Hollis Academy was utilized for younger students until August of 2018 when it

became possible to serve all students on the Betty Spencer Drive campus. This current facility, built in 2005, has 18 classrooms, multiple kitchens, a laundry room, a greenhouse, a gym, and a media center. There are also therapy rooms, nurses' stations, administrative offices, multisensory suites, and an adapted playground. An ADA compliant nature trail, which Washington Center shares with Sara Collins Elementary School next door, was completed in September of 2018.

### **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 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 November, 2013.

Ms. Linda Hill, Program Facilitator, is 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 long-standing 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.

### **Steering Committee**

Washington Center's Steering Committee is composed of representatives from all staff groups (administrators, teachers, nurses, related arts personnel, paraprofessionals, custodians, 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 by two registered and licensed occupational therapists (OTR). 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. Fifty-five Washington Center students qualify for occupational therapy services including 28 who receive direct services, 17 who receive indirect services, and 10 who receive supplemental services.

The **Physical Therapy (PT)** department is staffed with two registered physical therapists and a registered physical therapist assistant. Intervention related to gross motor functioning is provided both through direct services and by means of consultation with teachers and parents. Therapists currently serve 77 students. Forty-two receive direct services, and 35 receive indirect services.

**Speech/Language Therapy** is offered to our 120 qualifying students by two speech pathologists. Fifty-two students receive direct services, 15 indirect services and 55 receive supplemental services. Service delivery, for the most part, follows an integrated model; however, direct instruction is available related to the use of augmentative communication devices, or 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. Speech therapists began a school-wide language development core vocabulary program in 2017 that involves focusing on one functional word for two weeks and teaching multiple

strategies for utilizing the word in a variety of settings. Speech has updated the program for the 2018-2019 school year to include more video resources and activities for additional reinforcement.

**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 functional skills such as cooking, cleaning, laundry, personal hygiene, and community instruction.

The **Adaptive Environmental Science (AES) Program** is offered to all Washington Center students. Recycling, sorting, and gardening tasks are examples of the types of activities included in the program. The goal is to engage students in developing pre-vocational skills that will be useful beyond Washington Center. The greenhouse serves as a soothing setting where students participate in plant care by potting, weeding, and watering. Additionally, social skill instruction occurs as students assist the AES teacher with public plant sales. Several animals are a part of the AES program, including birds, turtles, bearded dragons, guinea pigs, frogs, and rabbits. The animals are used to provide instruction in animal care and handling.

The **Multi-Sensory Room**, designed by the OT staff, provides both relaxing and stimulating sensory experiences for students. Equipment/features available there include: a platform swing, tactile walls, dark room, switch activated toys, calming LED lighted bubble tubes, fiber optic mats, light wheels, light boxes, a cascading light up waterfall, and a massage chair. In 2018, a group of volunteers from GE chose to assist Washington Center with refurbishing the multisensory room. They worked with a committee comprised of teachers and therapists to discuss and develop ideas and to choose appropriate sensory materials to incorporate into the new panels.

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 to practice daily living skills. 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, a 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.

The **Adapted Playground** at Washington Center has handicapped accessible equipment which includes: 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. Current plans are to update the playground equipment through grants.

The **Nature Trail**, built in the wooded section behind the school, was completed in the fall of 2018 and is shared with Sara Collins Elementary. Many community members contributed to fundraising for the project, and primary among them was Eastside High School—which raised and donated over \$100,000 as a result of their 2016 “Spirit Week” efforts. Additionally, individuals, foundations, and businesses have donated money and time. The trail has both instructional areas and sensory-stimulating plants. Classes have used the trail for activities such as nature scavenger hunts (using the GooseChase app) and P.E. activities; and beginning with Spring 2019, the trail will be used for the annual *Run, Walk, and Roll*. In addition to being available to Washington Center and Sara Collins Elementary students, it will be open to community members during non-school hours. The official public opening date is tentatively scheduled for spring of 2019.

## 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 on 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. Since 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 2018-2019 year are:

- Parent volunteer pool
- Lease paid for office copier
- Appreciation luncheons for staff
- Lunch sales for staff: third week of each month
- PTA meetings: first Thursday of each month
- Family Night: November 29, 2018
- Cherrydale Farms Fundraiser
- Annual holiday campus decorating in December and Staff Luncheon
- Three Lunch and Learn opportunities for parents: January 31, March 14, and May 23 of 2019
- *Run, Walk, and Roll*: April 27, 2019
- Alumni/Craft Day: May 10, 2019
- Teacher Appreciation: Week of May 6-10, 2019
- 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 29, 2018. 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. The following seven agencies were represented at this year's event: Sugar Angels (Local affiliate of Icing Smiles), Assistive Technology Project, Toy Adaption Station, Protection and Advocacy, Camp Spearhead, Thrive Upstate, Greenville Active Day, and SANDs (Special Adult Network of Dentists).

## **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 2018-19 Report to the Community follows this section.

## **Present Role of Parent Community**

At Washington Center, parent input is highly valued. Due to the fact that 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 fundraising efforts.

Parent survey comments, elicited each year, are valued and used to guide planning. Parents are also 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 *Lunch and Learn* 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, Thanksgiving lunch, Challenge Day, the Valentine Dance, Special Olympics, *Run, Walk, and Roll*, Community Day, Alumni/Craft Day (spring), and the 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 2017-2018 school year, approximately \$10,601 was donated to Washington Center by various individuals, organizations, and business partners; with \$300 of the money being designated for the Nature Trail. The PTA also made significant contributions totaling just over \$16,804 to be used to support the school’s academic environment. Donation figures for 2018-2019 are not yet available.

Washington Center volunteers come from business and civic organizations, families, and the community at large. During the 2017-2018 school year, 11,833 volunteer hours were documented. Volunteer hours for 2018-2019 will be tabulated in June, 2019.

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 monthly 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 monthly 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*. In addition, the school district Facebook page and district media have featured Washington Center’s programs and students. Social media continues to be an integral component of the school’s communication system. Washington Center and the Washington Center PTA share a Facebook account and have 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 Google 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, Giving Tree gifts for students, assistance during Family Night and Run Walk & Roll

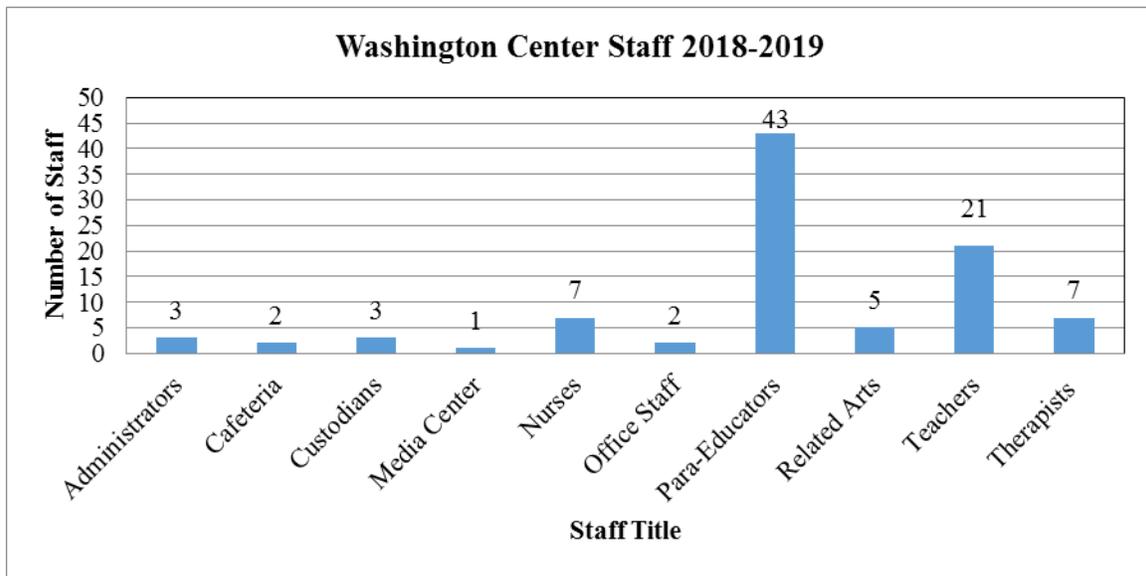
- Christ Church School: Reading Buddies and volunteers for various school activities
- Furman Heller Service Corps: Christmas gifts and volunteers
- Greenville Tech: Nursing/ OT/ PT Student Interns
- United Way
- Family Connections
- University Center: Nursing Student Interns
- Greenville Hospital System
- Run, Walk & Roll individual and corporate donors
- High school escorts for the Valentine Pageant
- Monthly visits with a trained companion dog (Skeeter Powell, handler)
- Daughters of Penelope: Providing snacks and gifts for the annual Santa visit
- High School Teacher Cadets
- Trees Greenville
- Eagle Scout--Nature Trail work
- Hands on Greenville
- Gower Gardeners
- Tom Green--Santa
- Community and Staff Giving Tree gifts
- Other contributions from Washington Center student families, staff members, local churches, and friends

### **Student Support Services**

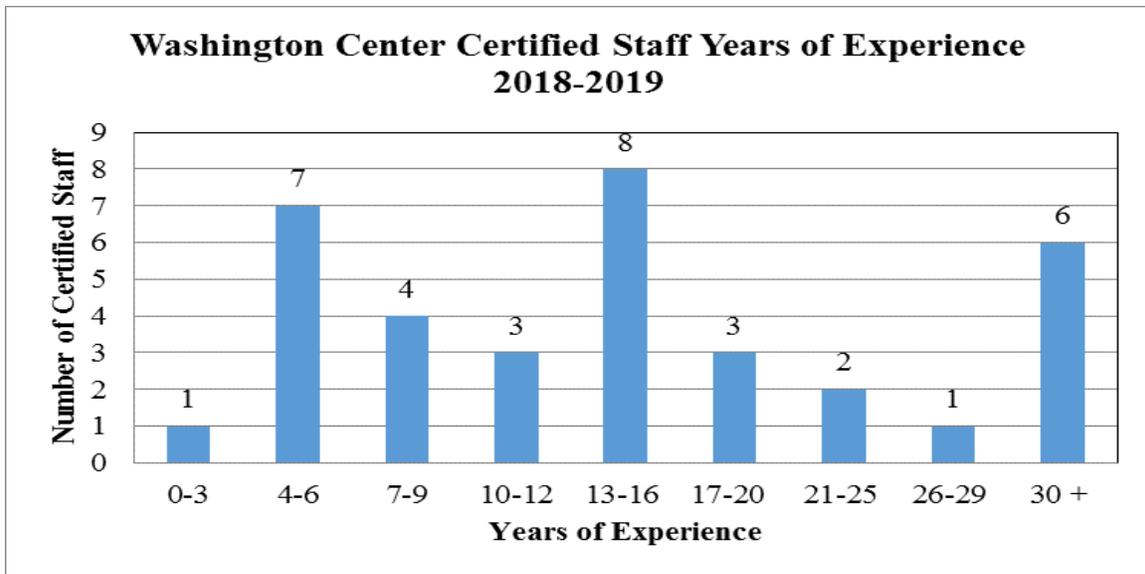
An outstanding staff supports students at Washington Center. Administrators, nurses, therapists, and classroom teachers work closely with Greenville County agencies to facilitate the provision of services for students with disabilities and their families. In addition, Washington Center invites Greenville 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 facilitator, instructional coach, secretary, attendance clerk/receptionist, custodians, nursing staff, cafeteria staff, therapists, media specialist, and related arts teachers.

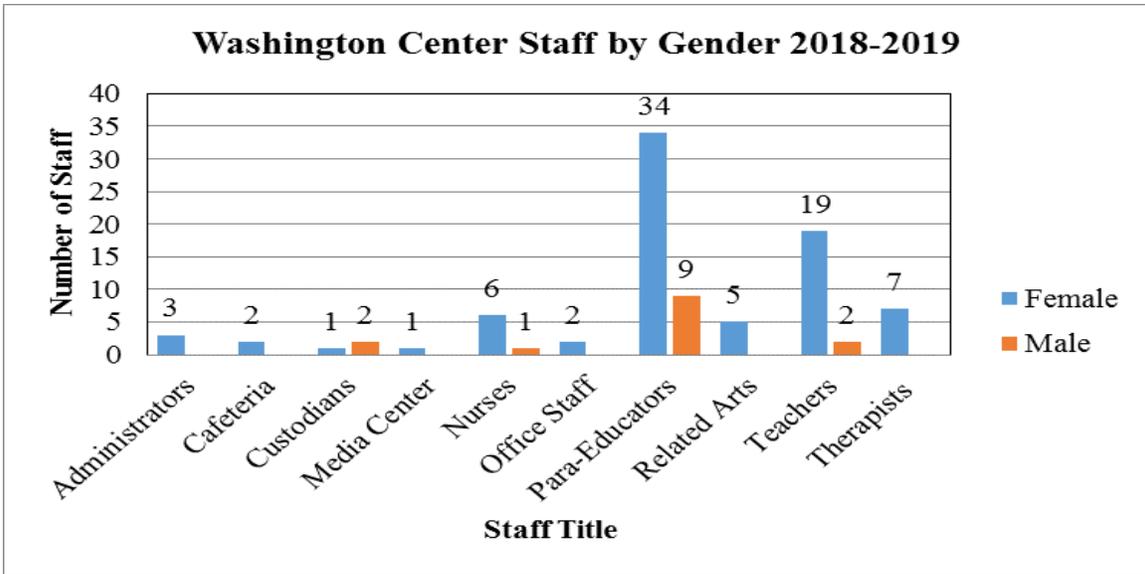


Washington Center offers instruction in a nurturing environment with a favorable staff to student ratio (currently at approximately three adults to seven students). More than half of teachers have experience in excess of thirteen years (as indicated on the following table). The Administrative team includes an Instructional Coach. During the 2018-2019 school year, four new teachers were added to the staff.

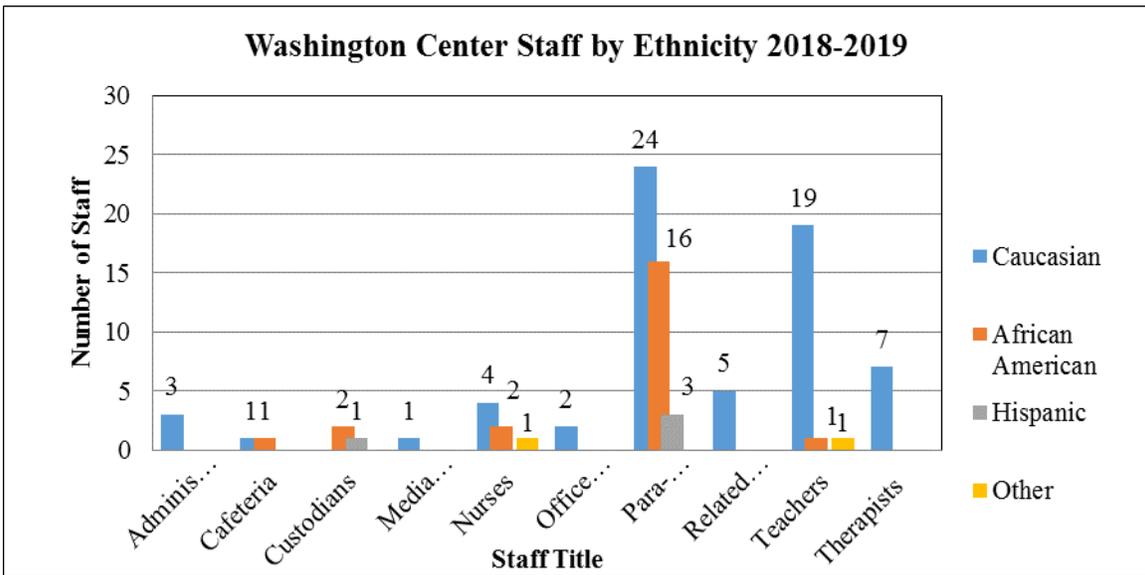


Speech/ language pathologists, occupational therapists, physical therapists and assistants provide related services. Additionally, all students have regularly scheduled Music, Art and Adapted Physical Education instruction, as well as classes provided by the school’s Media Specialist. Adapted Environmental science and daily living skills programs provide specialized instruction related to transition and prevocational activities.

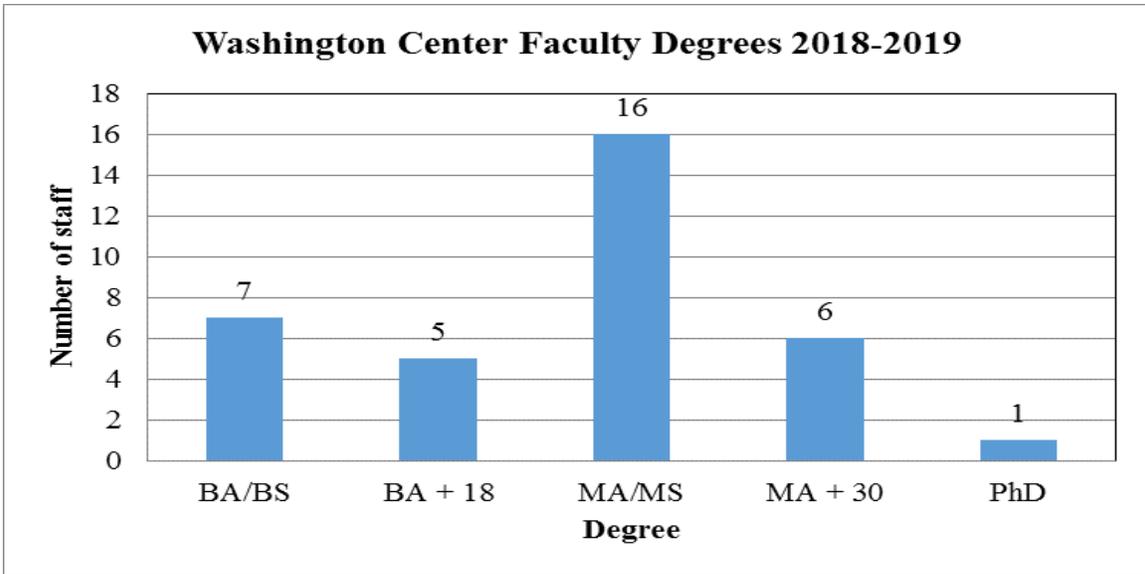
Itinerant vision and O & M (Orientation and Mobility) services are available from district vision specialists. Nurses supervise and administer tube feedings, medications, suctioning, catheterizations, breathing treatments, and seizure interventions; and, an orderly assists with lifting non-ambulatory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



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



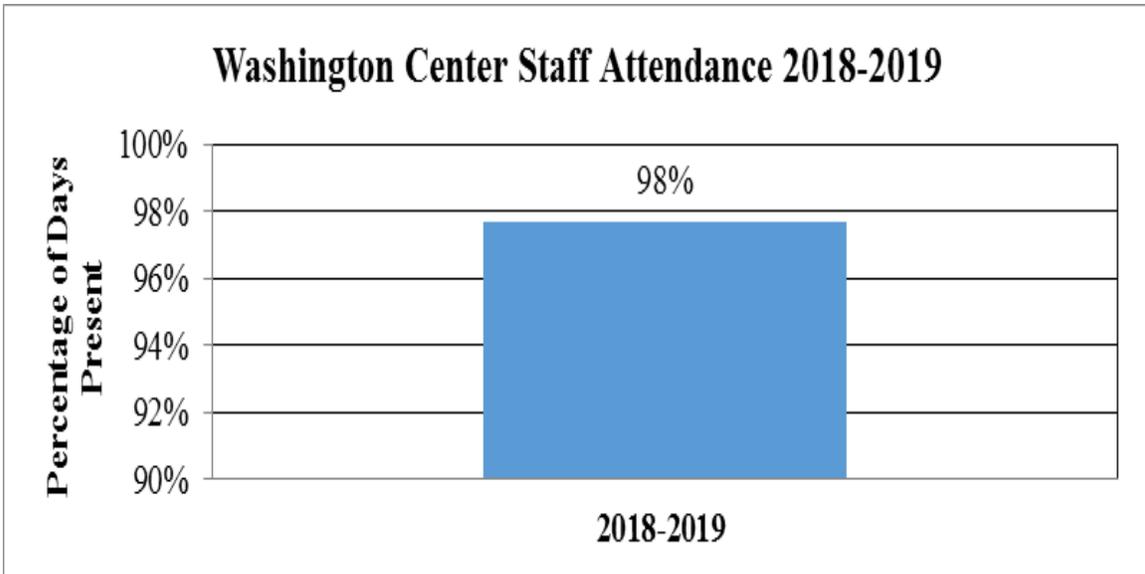
The graph above represents the ethnic makeup of the Washington Center staff. Staff members from Spanish speaking backgrounds have been particularly helpful in terms of providing translation services.



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

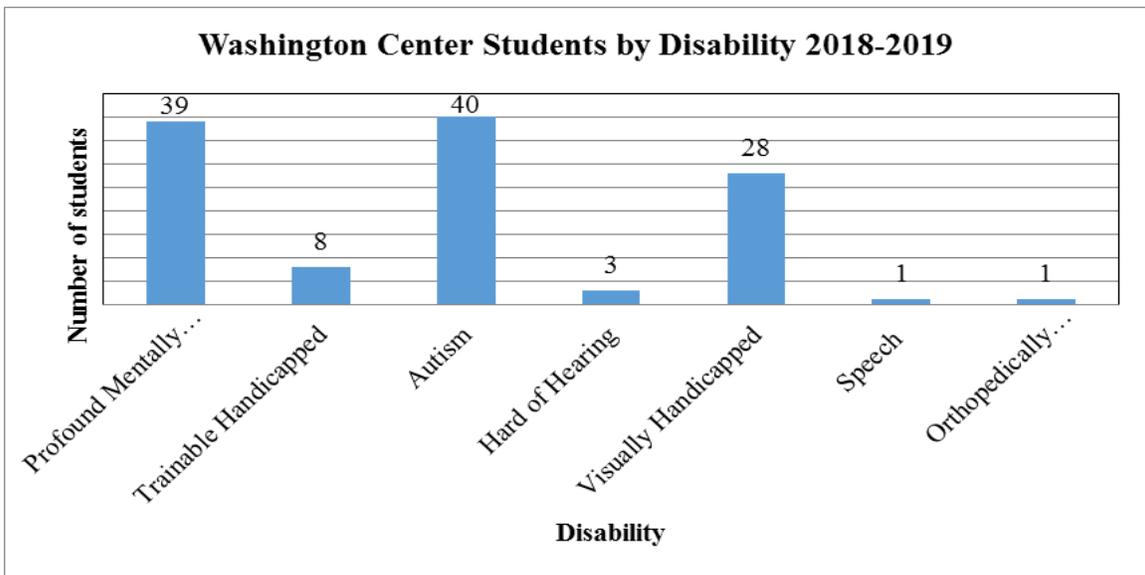
A trained emergency team has been developed to assist with behavioral crises, and the school has thoroughly outlined safety procedures to be used during emergencies. School emergency/safety plans are included in notebooks; and, electronic safety procedure manuals are available to all staff. Two staff 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.



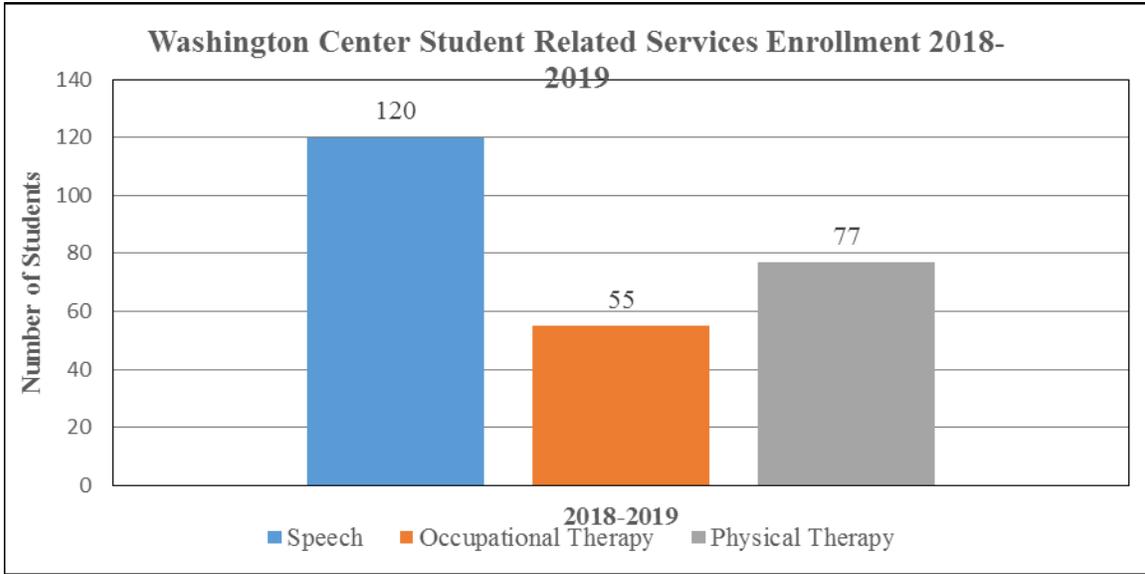
Washington Center staff has achieved 97% attendance thus far for the 2018-2019 academic year. This percentage reflects a school-wide commitment to consistent attendance.

### Washington Center Students

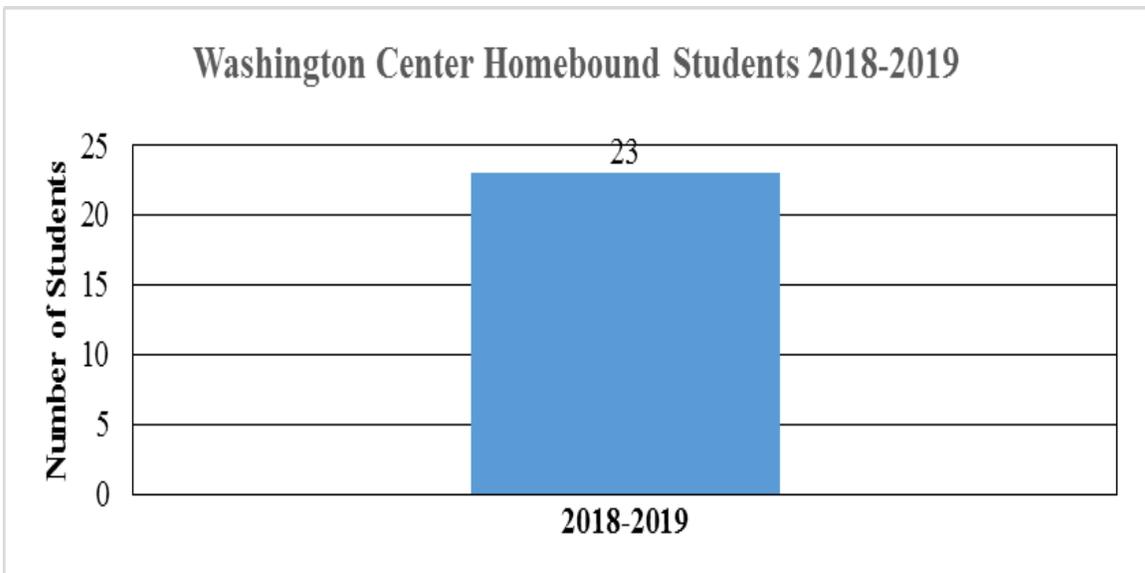


Disaggregation of student data by disability categories is shown on the graph above. Both classifications and numbers of students in each category were taken from the school's

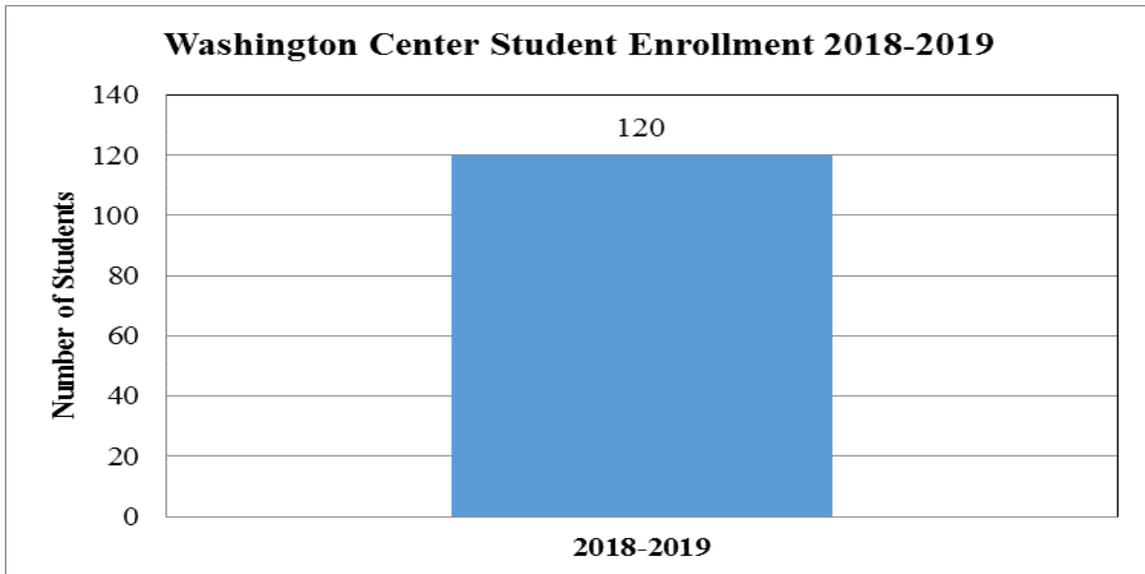
EFA (Educational Finance Act) roster for 2018-2019. The majority of Washington Center students are classified as having Autism.



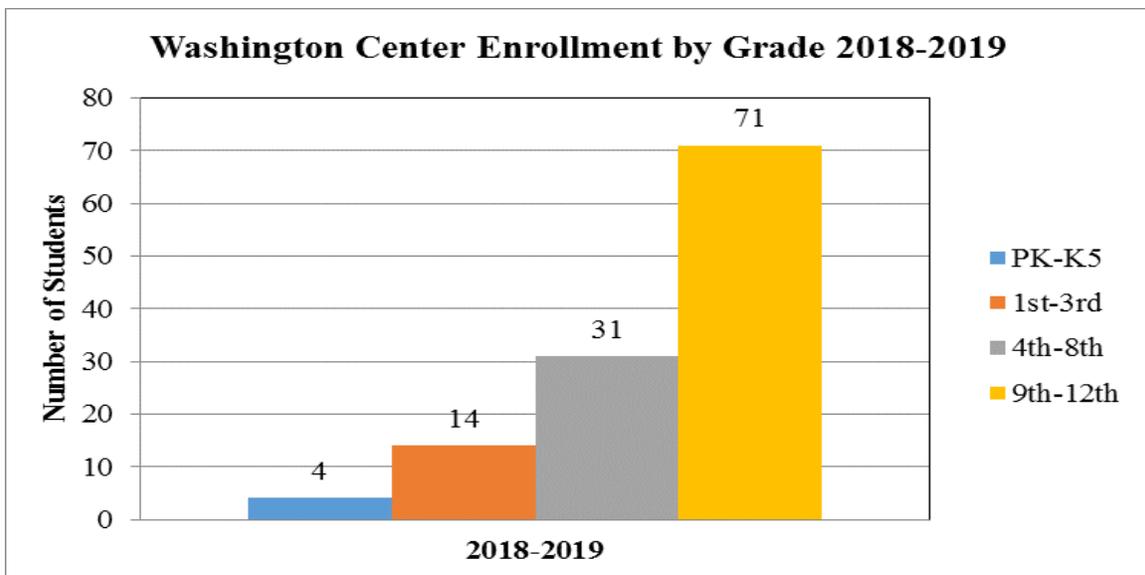
The preceding graph shows the number of students receiving related services. Of the 77 students receiving PT, 35 require only monitoring of equipment needs. Of the 55 students receiving OT, 28 receive direct services and 27 receive either indirect or supplemental services.



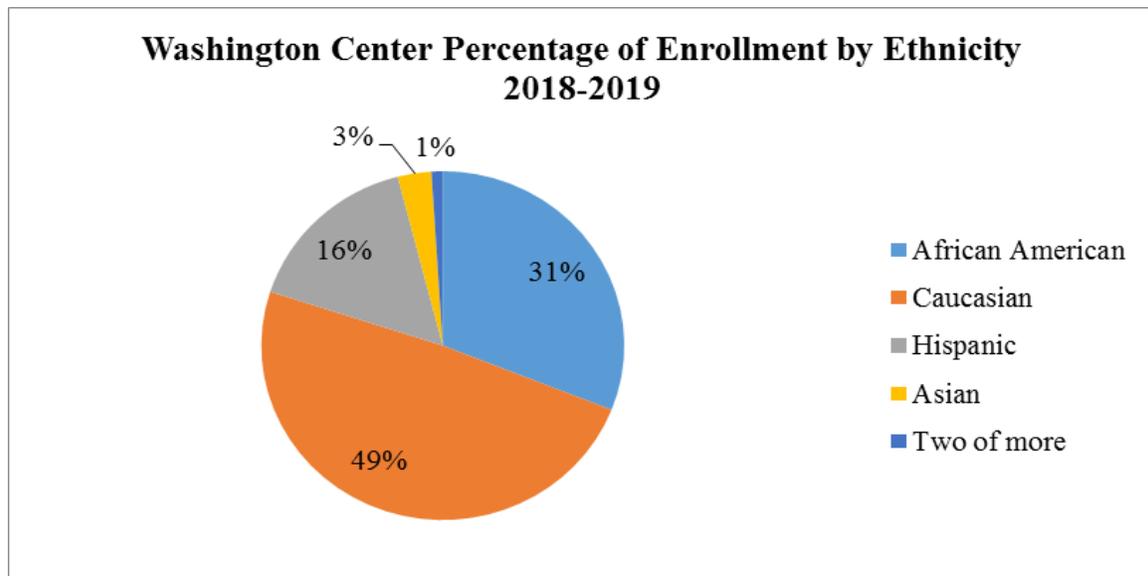
The graph above illustrates the number of students receiving Homebound and Homebased instruction for the 2018-2019 school year. The Medical Homebound classification requires a doctor's statement indicating need prior to initiation of services. Our two Homebased students receive placement through an IEP team decision. Currently, the 23 students are taught by 3 homebound teachers.



As of March 2019, 120 students are enrolled at Washington Center for 2018-2019.

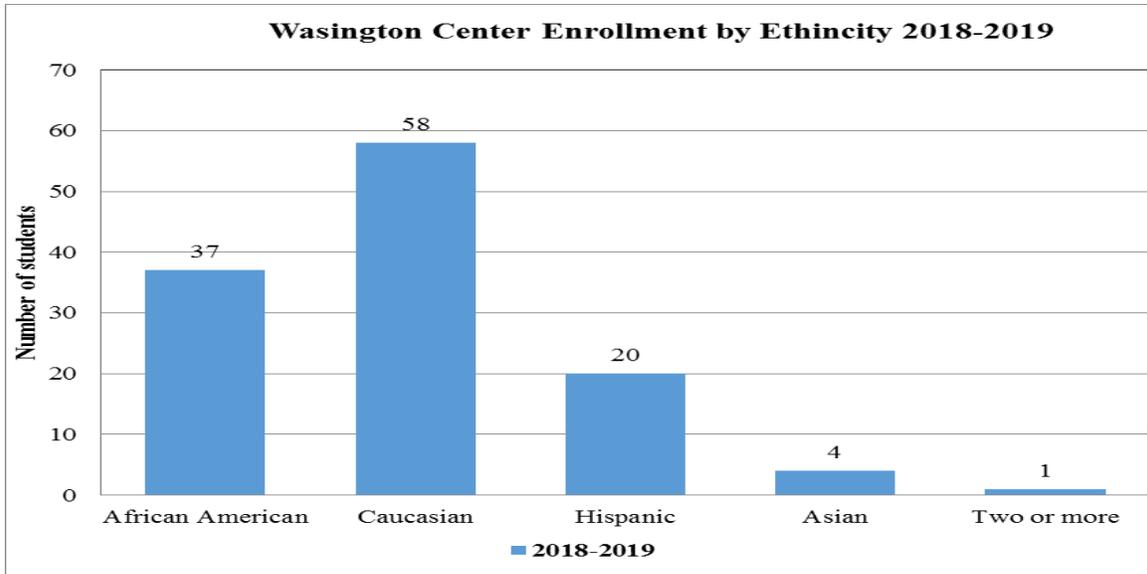


Students are eligible for services until age 21 and they are grouped for instruction on the basis of age and ability levels. The number of students reported as eleventh graders becomes somewhat inflated, however, because they are considered to be eleventh graders from age 16 until their last year of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

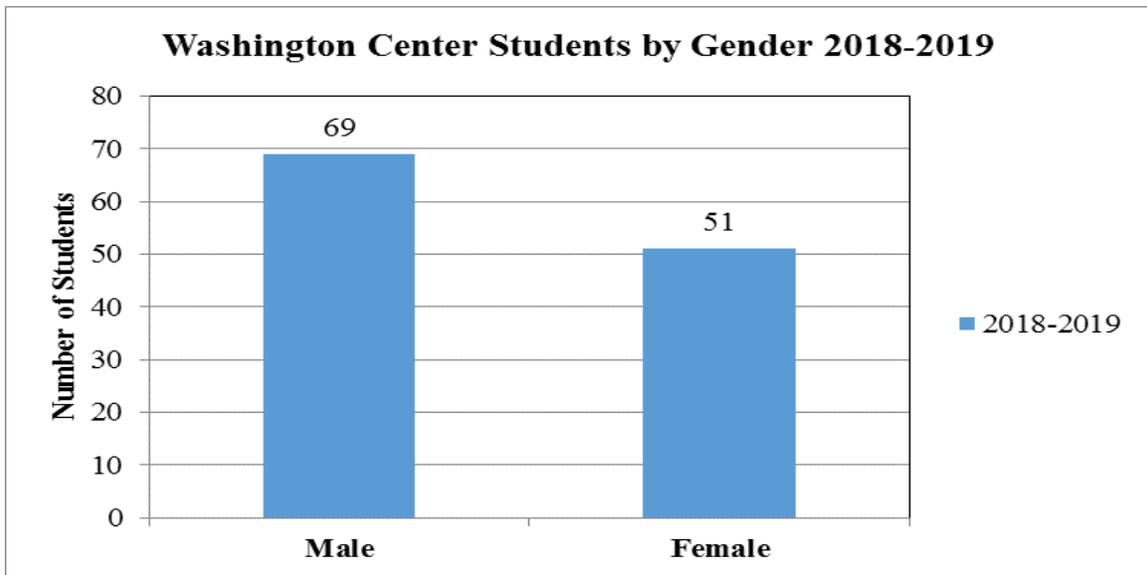


For the 2018-2019 school year, Washington Center’s student ethnicity is 49% Caucasian, 30% African American, 16% Hispanic, 3% Asian, and 1% report two or more ethnicities as shown above. Families generally report one home language with the exception of the 20 students from Spanish speaking homes. Washington Center students are functionally non-verbal, however, many are able to engage in limited communication via augmentative devices/systems, gestures, or basic words.

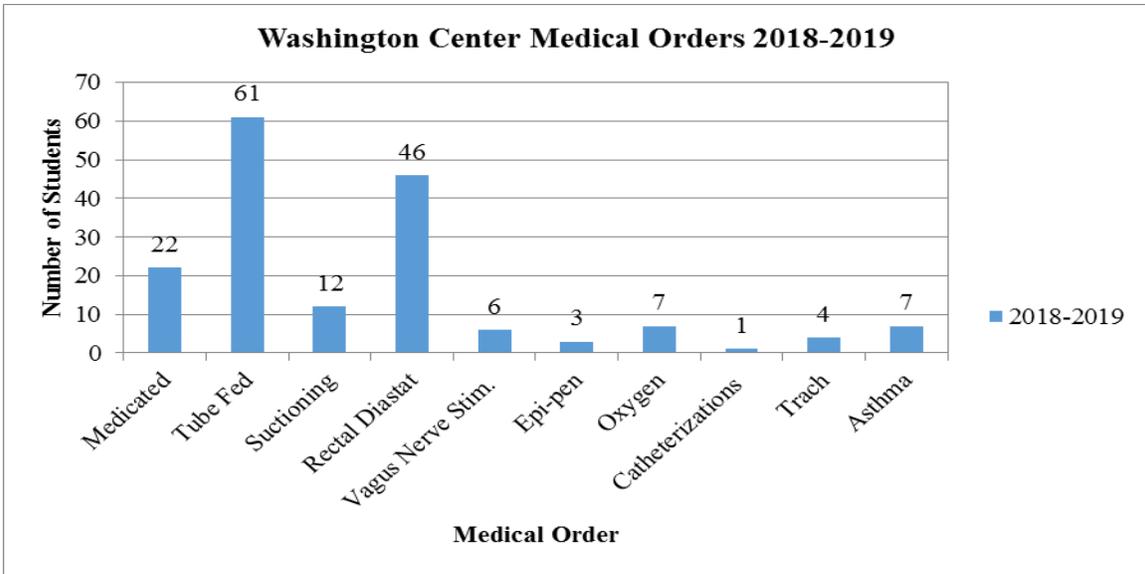
The ethnicity data on the chart above is generally consistent with overall district enrollment, with Caucasian students being in the majority. Washington Center’s Hispanic student enrollment is 16% in 2018-2019, which exceeds the 8% 2017-18 Hispanic population demographics for Greenville County.



The graph above depicts student enrollment by ethnicity for the 2018-2019 school year. Washington Center records indicate that Caucasian students continue to outnumber other ethnic groups.

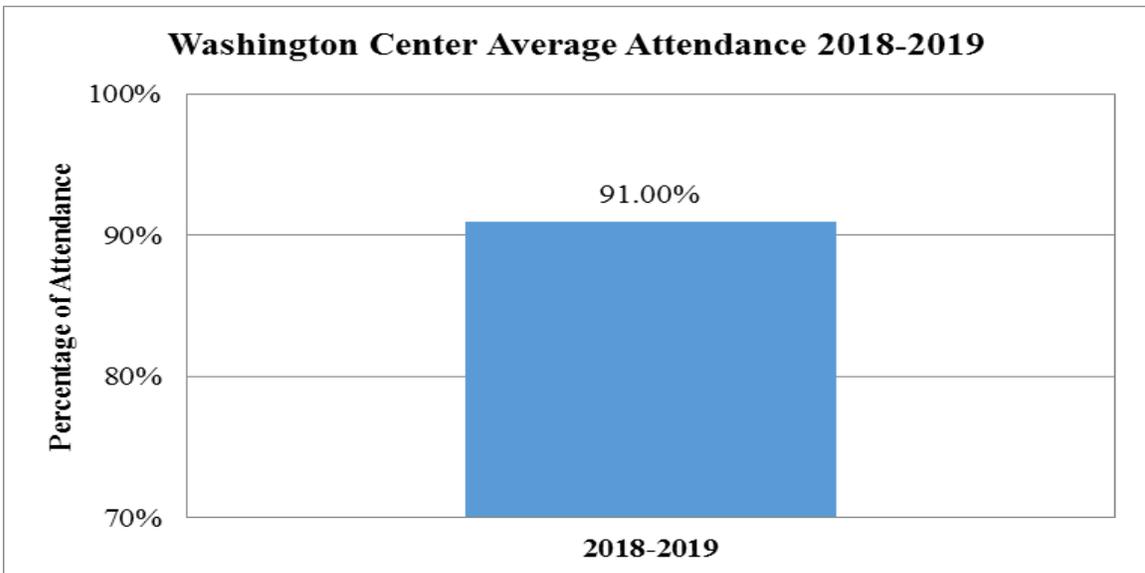


The preceding graph shows student gender for the 2018-2019 school year. Washington Center currently serves fewer females than males; a finding that is consistent with research that indicates that males outnumber females in intellectual and developmental disabilities (MyChildWithoutLimits.org 2016).



Due to the extreme and complex health issues of Washington Center students, on-site nursing services are required. A nursing staff consisting of a Lead Nurse, 2 LPN’s, 3 Satellite Nurses, and an Orderly who work together to provide medical care for students. The graph above shows the number of students receiving specific medical procedures during the 2018 - 2019 school year. All medical procedures require specific training and a physician’s order.

### 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 for 2018-2019 school year have remained high, consistently being approximately 91%.

### **Lunch Status**

Washington Center students are served lunches based on free, reduced, or full-pay status. There are currently a total of 64 students receiving subsidized lunches. In addition, 61 tube feedings are conducted daily, replacing cafeteria meals.

### **Retention/Graduation Rates**

Washington Center students do not receive a 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 and Attainment curriculum and have in turn trained support staff. Both are aligned with state standards and allow 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.

**The Unique Learning Systems (ULS) curriculum**, provided for special education classes by the South Carolina Department of Education, is utilized in all classes. 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 subject standards and have 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 access to the material for 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.

**Prioritized Standards Support Guides** are a great curriculum resource that are available on the state department website. The prioritized standards support guides provide an introduction to each standard and also break down each standard and indicator. They can be used to create a standards-based curriculum or as a resource to a curriculum that is already being followed.

**Attainment** is a statewide curriculum for students with disabilities that was adopted by the State Department beginning in the 2017-2018 school year. 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 as a picture symbol. Therapists have developed a list of activities and books accompany 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. Classes 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 others. Community experiences are considered to be essential for social and academic development.

**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 arises.

**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 are 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 are discussed frequently.

The 2017-18 State School Report Card data provides additional information about Washington Center:

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTkwMg>

## **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 the IEP.
- Students will engage in a variety of community experiences 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 daily

### ***Quality Personnel***

- Staff will be trained in the 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 and Attainment Curriculum.

### ***Assessment***

- Staff will develop and use reliable assessment methods.
- Staff will analyze SC-Alt score results to analyze the effectiveness of standards-based instruction.
- Staff will monitor progress on goals and objectives through data collection and analysis for reporting to parents.

### ***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 age-appropriate and engaging curriculum to motivate and encourage student participation.
- Related service providers and classroom teachers will collaborate with parents to develop effective instructional practices.
- Staff will offer a safe environment where there is ongoing supervision of students.
- Staff will engage in productive teamwork.
- Staff will encourage community involvement through volunteerism.

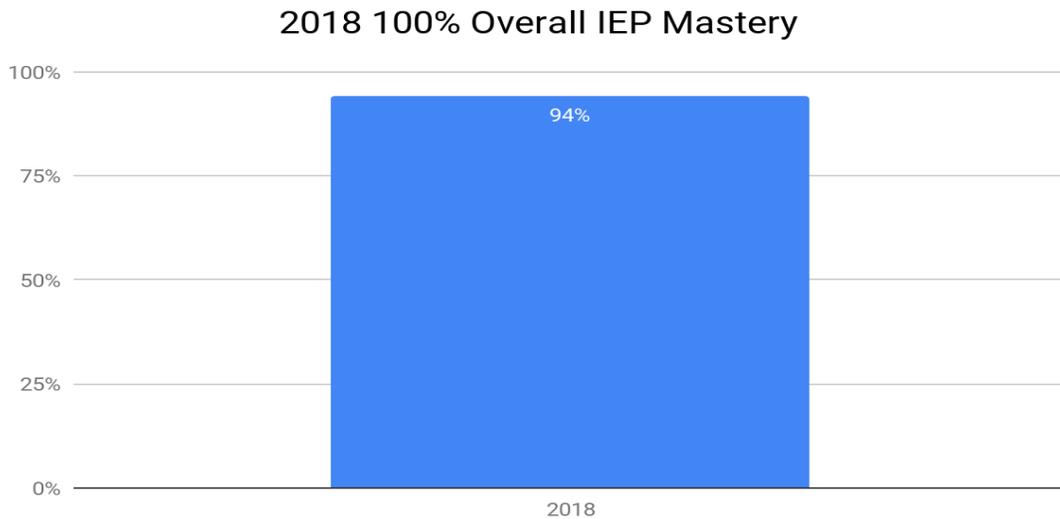
## DATA ANALYSIS AND NEEDS ASSESSMENT

### STUDENT ACHIEVEMENT RESULTS:

#### INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

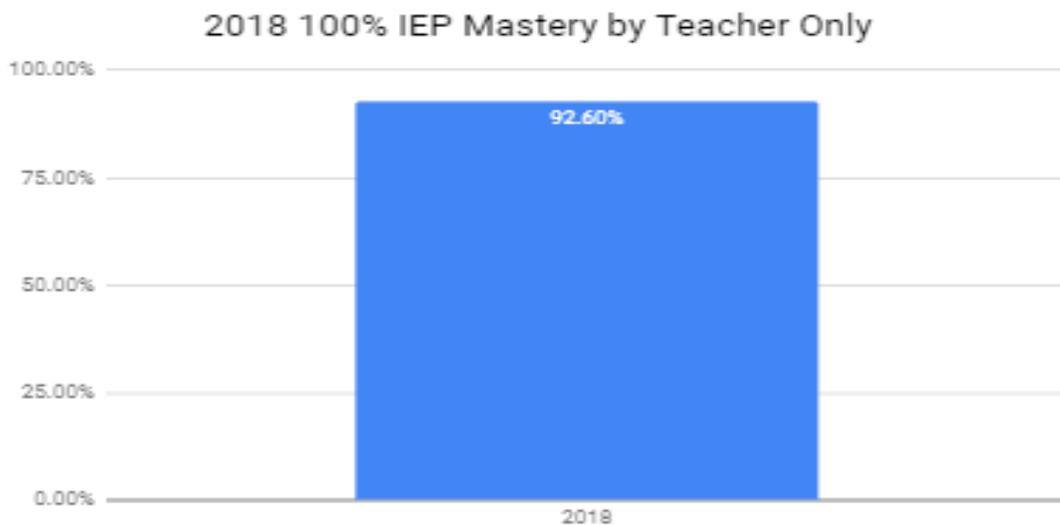
Each Washington Center student has an Individualized Educational Program (IEP) which is reviewed every four and a half weeks. Progress is measured in small increments and/or by a maintenance goal. In addition to academic goals, IEPs include goals related to communication, self-help, motor skills, and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

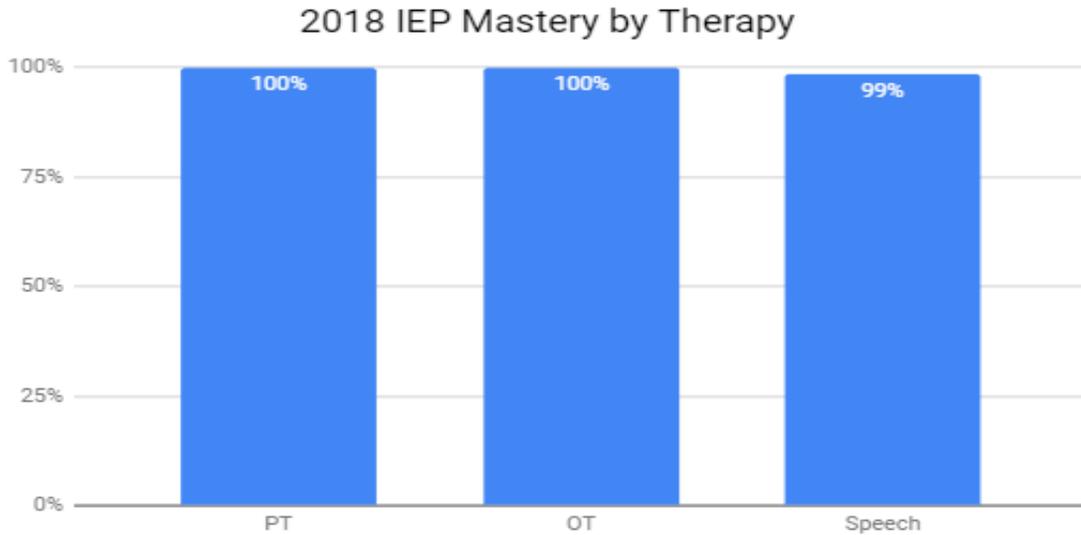


	<b># Students Met 100% Mastery</b>	<b># Students Did Not Meet Mastery</b>
2017-2018	110	12

Washington Center has a school-wide goal of having 80% or more of students with a mastery level of 100% on 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 100% of their IEP goals surpassing our goal of 80% of students achieving 100% mastery. 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.

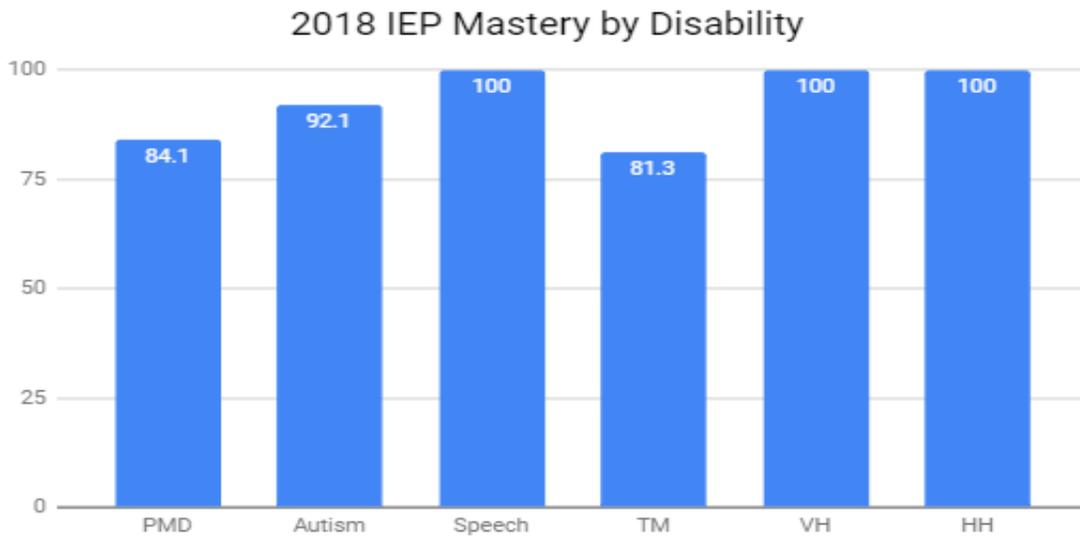


Data indicates that IEP goals for which only classroom teachers were responsible, 92.6% of students achieved 100% mastery.



	<b># of Students Meeting 100% IEP Mastery by Therapies</b>				
	<b>PT</b>	<b>OT</b>	<b>Speech</b>	<b>OM</b>	<b>VI</b>
2017-2018	39 of 39	38 of 38	65 of 66	n/a	n/a

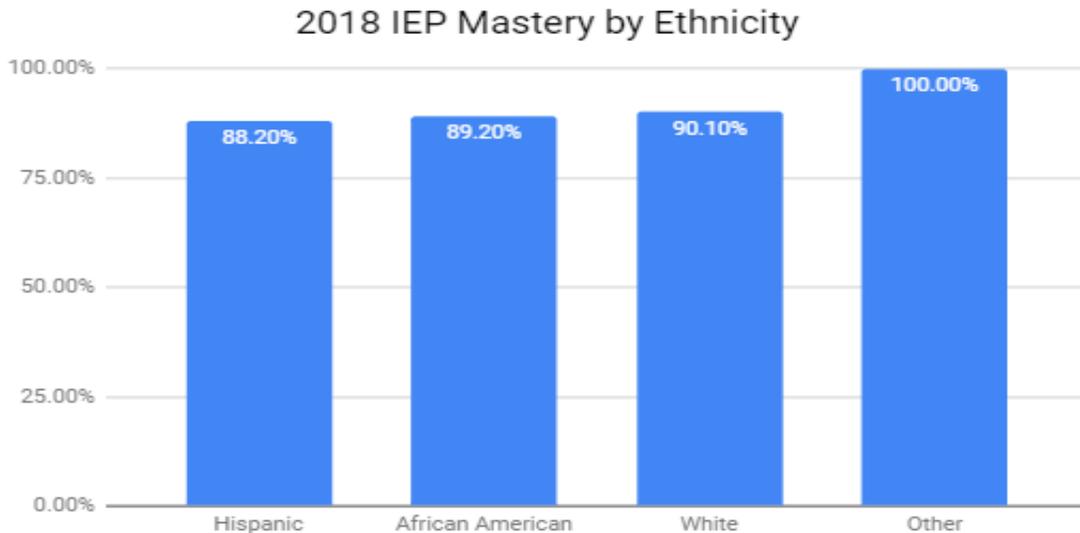
The graphs and charts above show classroom IEP goal mastery compared with that of therapy goals for the 2017-2018 school year. All 39 students receiving physical therapy (PT), met 100% of their PT IEP goals. All 38 students receiving occupational therapy (OT) met 100% of their OT IEP goals. In the area of speech/language, 65 students met 100% of their IEP goals and one student did not meet 100% of his/her speech/language goals. Therapy goal mastery demonstrated impressive results. No students received Orientation Mobility (OM) or Vision (VI) services during the 2017-2018 school year.



	<b># of Students Meeting 80% IEP Mastery by Disability</b>						
	<b>PMD</b>	<b>Autism</b>	<b>Speech</b>	<b>TM</b>	<b>VH</b>	<b>HH</b>	<b>OHI</b>
2017-2018	37 of 44	35 of 38	20 of 20	13 of 16	3 of 3	1 of 1	n/a

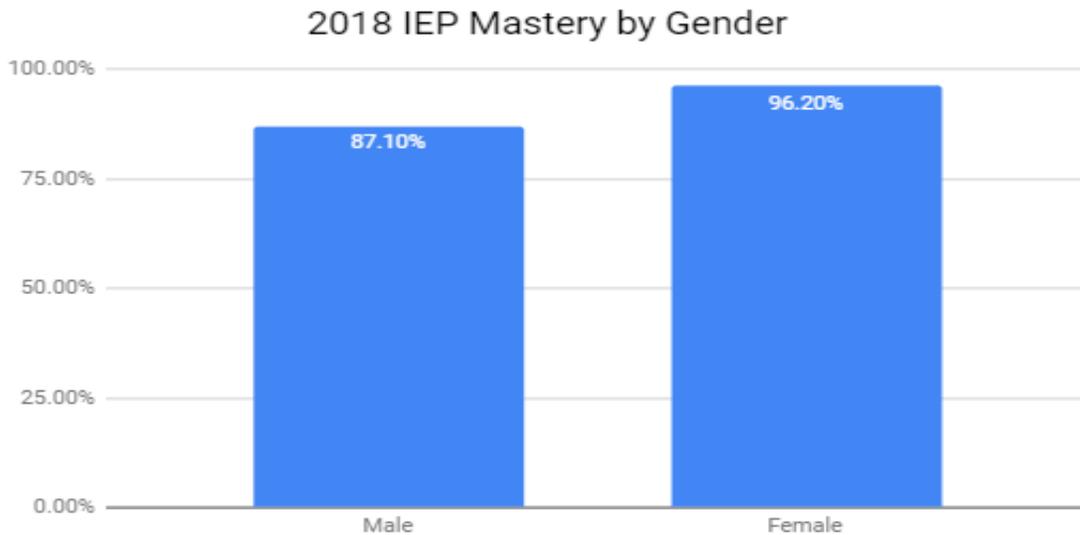
Goal achievement data was also disaggregated by Education for All (EFA) codes to determine the percent of goal mastery based on student disability classification. In 2017-18, 84.1% of students classified with profound mental disabilities (PMD) met 100% of their IEP goals, 37 students met 100% of their IEP goals and 7 did not meet 100% of their goals. In 2017-18, 92.1% of students classified with Autism met 100% of their goals, 35 students met 100% of their IEP goals, and three did not. Students served on a homebound setting are classified as having a Speech/Language Disability. In 2017-18, all 20 (100%) homebound students met 100% of their IEP goals. In 2017-18, 81.3% of students classified with a trainable mental disability (TM) met 100% of their IEP goals, 13 students met 100% of their goals and three did not. In 2017-18, all three students (100%) classified with a visual handicap (VH) met 100% of their IEP goals. In 2017-2018, one student classified with a hearing handicap (HH) met 100% of his/her IEP goals.

No students classified as OHI (Other Health Impaired) and only one student classified as HH (Hearing Handicapped) were served at Washington Center during the 2017-2018 school year. It should be noted, however, that despite primary disability designations, all students enrolled at Washington Center meet criteria for classification as intellectually disabled.



	<b>Hispanic</b>	<b>African American</b>	<b>White</b>	<b>Other</b>
2017-2018	15 of 17	33 of 37	58 of 64	3 of 3

Goal achievement data was also disaggregated by Education for All (EFA) codes to determine the percent of goal mastery based on students’ ethnicity/race classification. In 2017-2018, 88.20% of Hispanic students met 100% of their IEP goals, with 15 students meeting 100% of their goals and two students not meeting 100% of their goals. In 2017-2018, 89.2% of African American students met 100% of their IEP goals, with 33 meeting their 100% of their goals and four students failing to meet that criteria. In 2017-2018, 90.10% of White students met 100% of their IEP goals, with 58 students meeting 100% of their goals and 6 students not meeting the 100% criteria. In 2017-2018, there were three students classified as “Other” ethnicity/race, and all three students met 100% of their IEP goals.



	<b>Male Students</b>	<b>Female Students</b>
2017-2018	61 of 70	50 of 52

Goal achievement data was also disaggregated to determine the percent of goal mastery based on the students' gender designation. In 2017-2018, 87.10% of male students met 100% of their IEP goals (61 met and nine students did not). In 2017-2018, 96.20% of female students met 100% of their IEP goals (50 students met, two students did not).

**STUDENT ACHIEVEMENT RESULTS:  
SOUTH CAROLINA ALTERNATE ASSESSMENTS**

The South Carolina Alternative Assessment (SC-ALT) is administered to students in grades 3-8 and 11 with 11th graders being tested in English Language Arts (ELA), Math, Science, and Social Studies for grades 3-8, and English, Algebra, Biology and US History for high school. For the 2018-2023 portfolio, new baselines and school-wide targets have been developed for Washington Center, projecting an annual increase of 3 points yearly increase in scale score averages in each general subject areas. The section below reflects test scores for the 2017-18 school year, as the 2019 Spring test scores will not be released

until September, 2019. For more information, see the SCDE Alternate Assessment website: <https://ed.sc.gov/tests/assessment-information/testing-swd/>

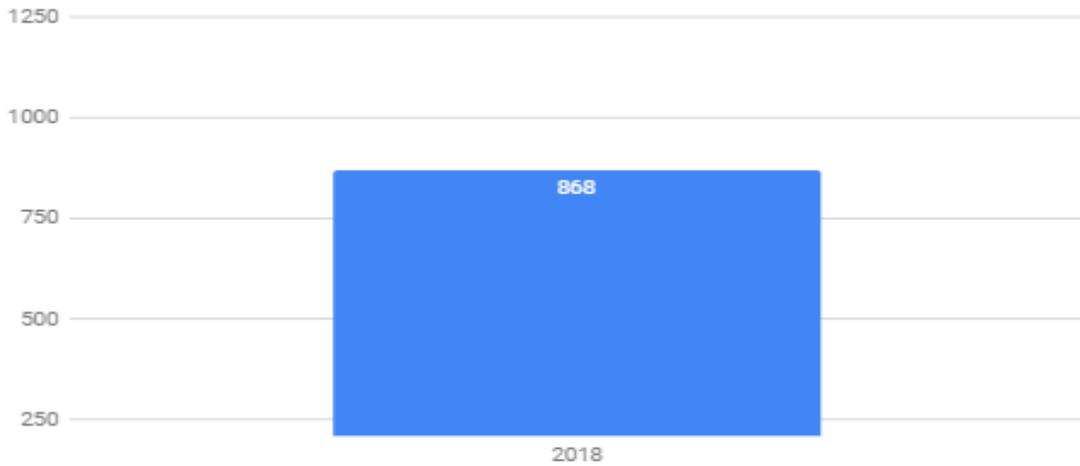
The Washington Center SC School Report Card results for meeting and exceeding general education proficiency levels in ELA and Math assessments can be accessed through the link: <https://screportcards.com/overview/academics/academic-achievement/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTkwMg>

ELA, Math and Science tests were administered using an online format, leaving Social Studies to be assessed as in previous years, using pencil and paper and manipulatives- The final year of the Social Studies paper format, 2018, is reported in this document. For the 2019 school year, all subjects will be administered through the online format. The Social Studies testing will be an operational Field Test for the 2020 conversion to all online testing for the SC-Alt.

Ranges in test scale scores vary among tests. ELA and Math scores continue to be assessed on the NCSC Performance Level Scale. These assessments scores range from 1200-1290 for grades 3-8th. All other general subject areas are assessed on the SC-Alt Performance Level Achievement Standard Scale. English (grade 11) has a scale score range of 290-600. Algebra (grade 11) ranges from 249-593. A scale score range of 209-604 is assessed for Science (grades 4, 6, 8). Biology ranges from 247-584. Students in grades 5th and 7th are assessed in Social Studies on a scale score range of 307-560, US History (grade 11) scaled scores range from 231-586.

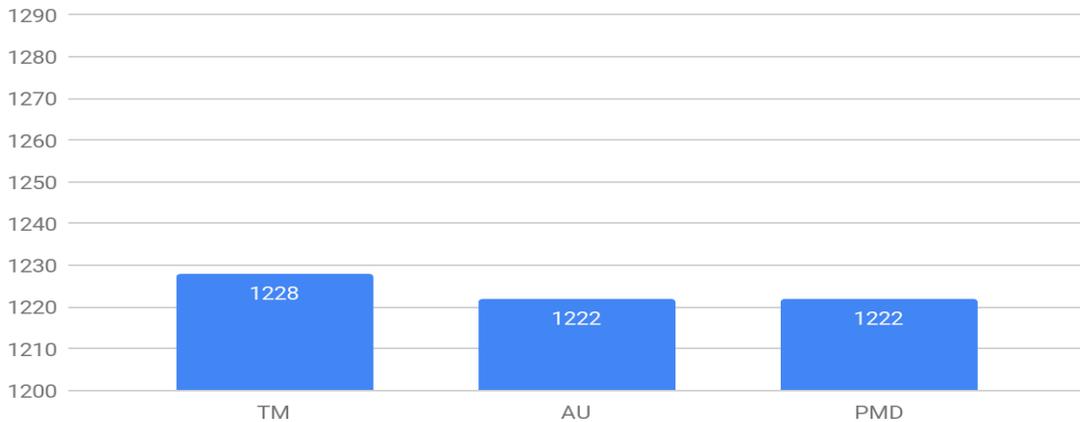
Looking at strengths and weaknesses in each general subject area, scores were analyzed by disability, ethnicity and gender.

### 2018 SC-Alt ELA/English Average Scale Score



Statewide Scale Scores for ELA (grades 3-8) range from 1200 to 1290 on the NCSC Performance Level Scale. Statewide Scale Scores for English (grade 11) range from 290 – 600 on the SC-Alt Performance Level Achievement Standard Scale. Washington Center student combined Scale Scores for ELA and English averaged 868 for the 2018 SC-Alt Assessment.

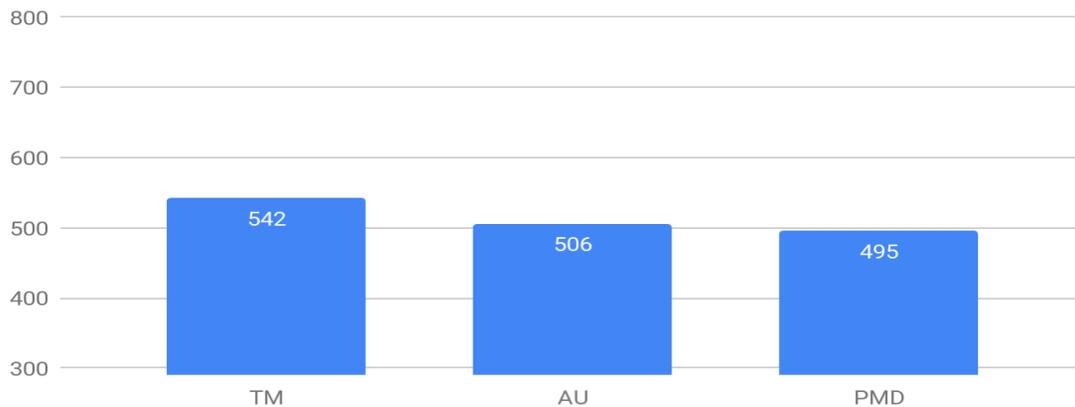
### 2018 SC-Alt ELA Average Scale Score by Disability Grades 3-8



	<b>TM</b>	<b>AU</b>	<b>PMD</b>
2017-2018	3	11	13

Washington Center’s average scale scores for ELA based on student disability (grades 3-8) for students classified as PMD (13) averaged scores of 1222; students with Autism (11) scored an average of 1222, and students classified TM (3), scored an average of 1228.

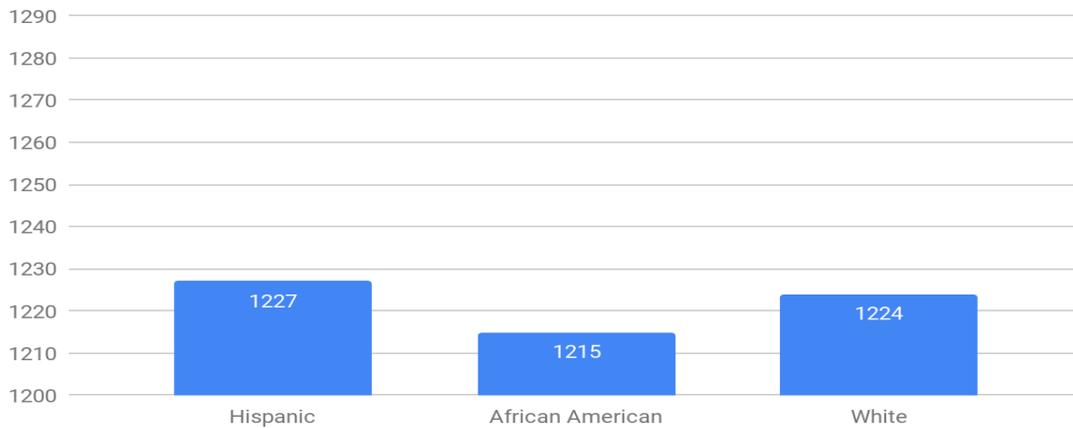
**2018 SC-Alt English Average Scale Score by Disability  
High School**



	<b>TM</b>	<b>AU</b>	<b>PMD</b>
2017-2018	2	7	8

Washington Center average scale score for ELA (High School) based on disability for the 2018 assessment are TM (2 students) - 542; Autism (7 students) - 506; and PMD (8 students) - 495.

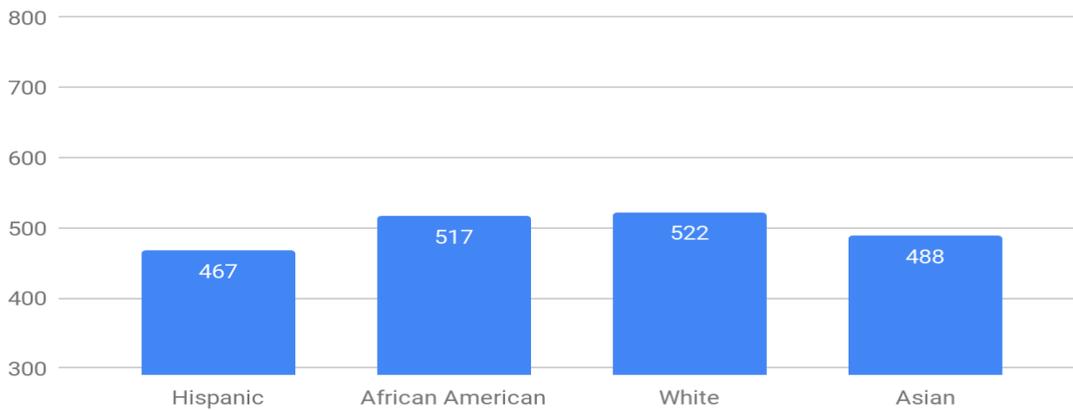
### 2018 SC-Alt ELA Average Scale Score by Ethnicity Grades 3-8



	<b>Hispanic</b>	<b>African American</b>	<b>White</b>	<b>Other</b>
2017-2018	6	8	13	n/a

Washington Center average scale score for ELA (grades 3-8) based on ethnicity/race are as follows: Hispanic (6 students) - 1227; African American (8 students) - 1215; and White (13 students) - 1224.

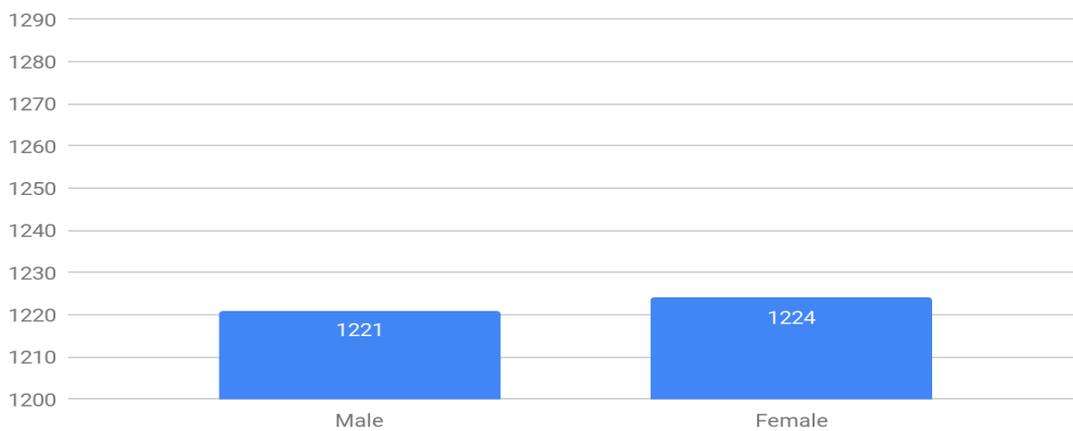
### 2018 SC-Alt English Average Scale Score by Ethnicity High School



	<b>Hispanic</b>	<b>African American</b>	<b>White</b>	<b>Other</b>
2017-2018	4	4	8	1

Washington Center’s average scale scores based on ethnicity/race are: Hispanic students (4) - 467; African American students (4) - 517, White students (8) - 522; and, one Asian student - 488.

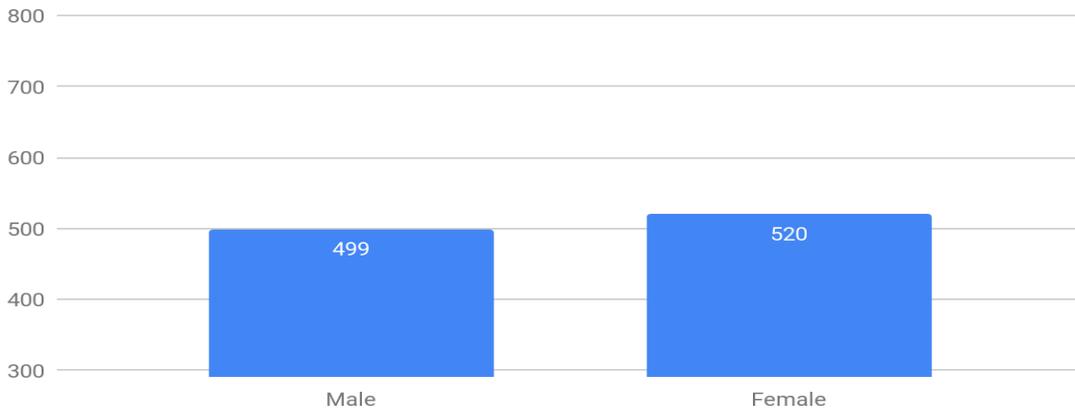
**2018 SC-Alt ELA Average Scale Score by Gender  
Grades 3-8**



	<b>Male</b>	<b>Female</b>
2017-2018	17	10

Washington Center average scores for ELA (grades 3-8), based on student gender: male (17) students, 1221; and, female (10) students, 1224.

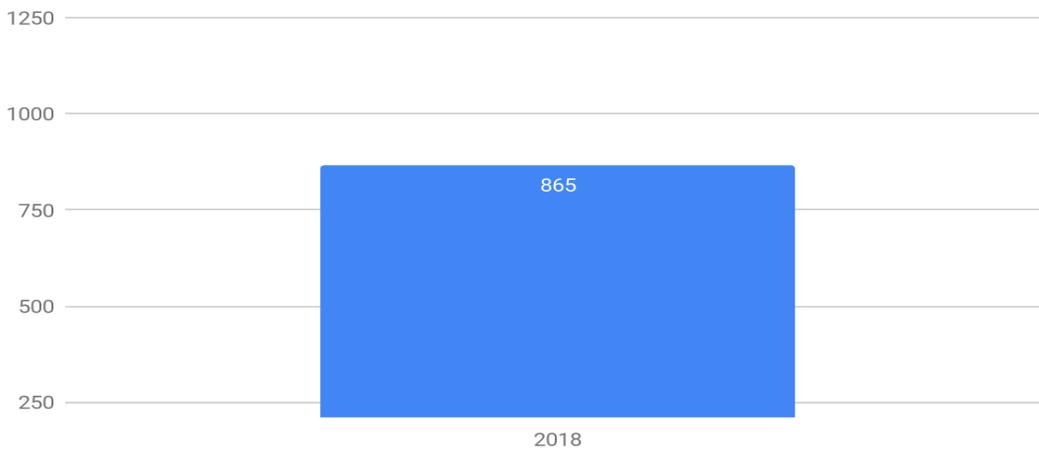
### 2018 SC-Alt English Average Scale Score by Gender High School



	<b>Male</b>	<b>Female</b>
2017-2018	12	5

Washington Center’s average scale scores based on gender: male (12) 499 and female (5), 520.

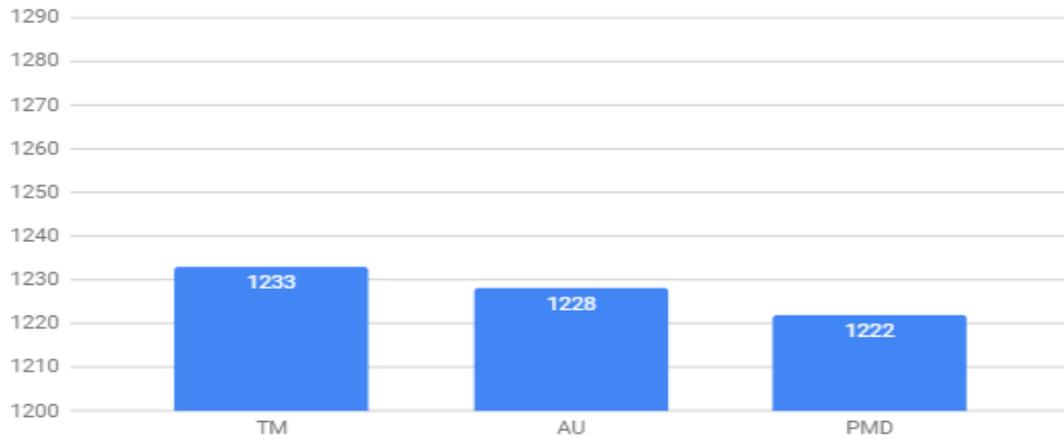
### 2018 SC-Alt Math/Algebra Average Scale Scores



Statewide Scale Scores for Math (grades 3-8) range from 1200-1290 on the NCSC Performance Level Scale. For Algebra (grade 11) the range was from 249-593 on the SC-

Alt Performance Level Achievement Standard Scale. Washington Center students' earned a combined Math and Algebra Scale Score of 865 for the 2018 SC-Alt Assessment.

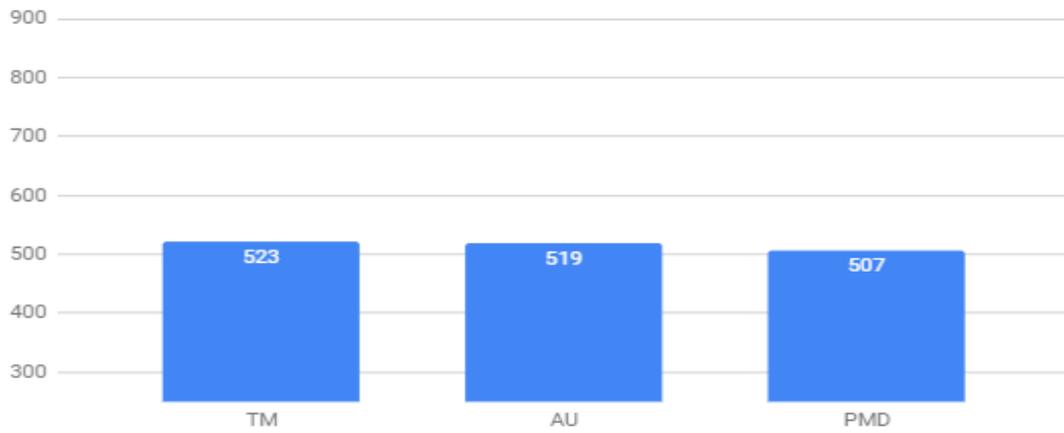
**2018 SC-Alt Math Average Scale Score by Disability  
Grades 3-8**



	<b>TM</b>	<b>AU</b>	<b>PMD</b>
2017-2018	3	11	13

Washington Center average scale scores for Math (grades 3-8) based on disability are as follows; TM (3 students), 1233; AU (11 students), 1228; and, PMD (13 students), 1228.

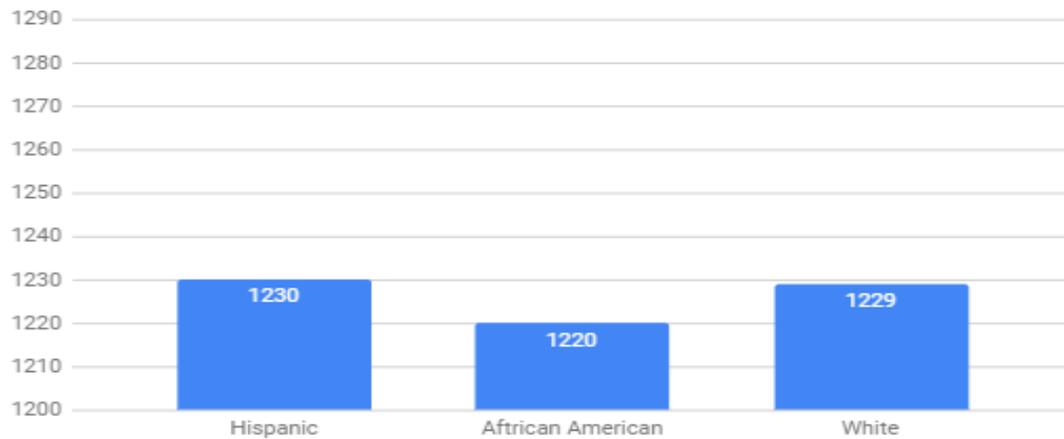
2018 SC-Alt Algebra Average Scale Score by Disability  
High School



	<b>TM</b>	<b>AU</b>	<b>PMD</b>
2017-2018	2	7	8

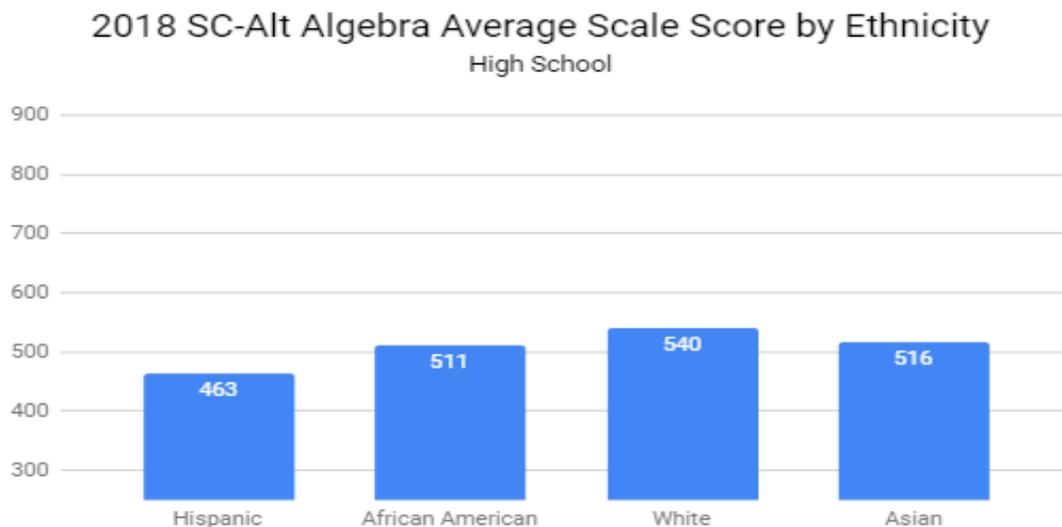
During the 2018 administration of the SC-Alt Algebra High School assessment, there were two students classified as TM who took the test, and the average of those two scores was 523. Seven students classified AU had an average scale score of 519, and students classified as PMD (8 students) had an average scale score of 507.

2018 SC-Alt Math Average Scale Scores by Ethnicity  
Grades 3-8



	<b>Hispanic</b>	<b>African American</b>	<b>White</b>	<b>Other</b>
2017-2018	6	8	13	n/a

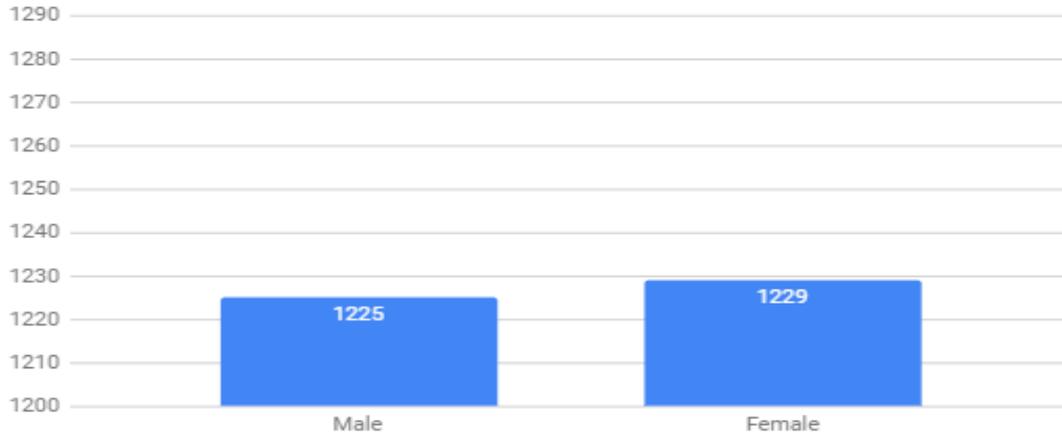
In 2018, the Math Average Scale Score desegregated by Ethnicity shows students with an ethnic background of Hispanic (6 students) averaged 1230, followed by White (13 students) at 1229, and African American (8 students) at 1220.



	<b>Hispanic</b>	<b>African American</b>	<b>White</b>	<b>Other</b>
2017-2018	4	4	8	1

Average Algebra scale score based on ethnicity/race are: Hispanic students (4), 463, African American students (4), 511; White students (8), 540, and one Asian student who scored 516.

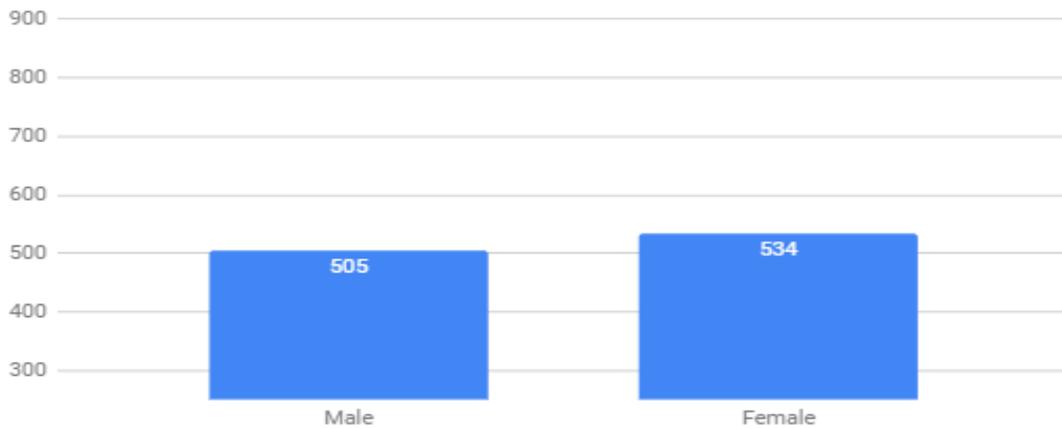
### 2018 SC-Alt Math Average Scale Scores by Gender Grades 3-8



	<b>Male</b>	<b>Female</b>
2017-2018	17	10

In 2018, female students (10) had an average scale score in Math of 1229. Male students (17) averaged a scale score of 1225.

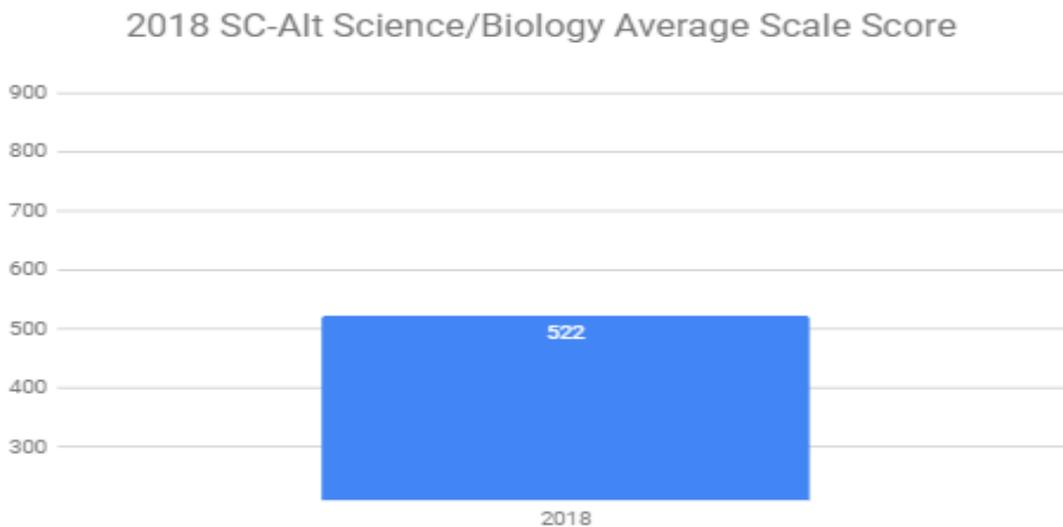
### SC-Alt Algebra Average Scale Scores by Gender High School



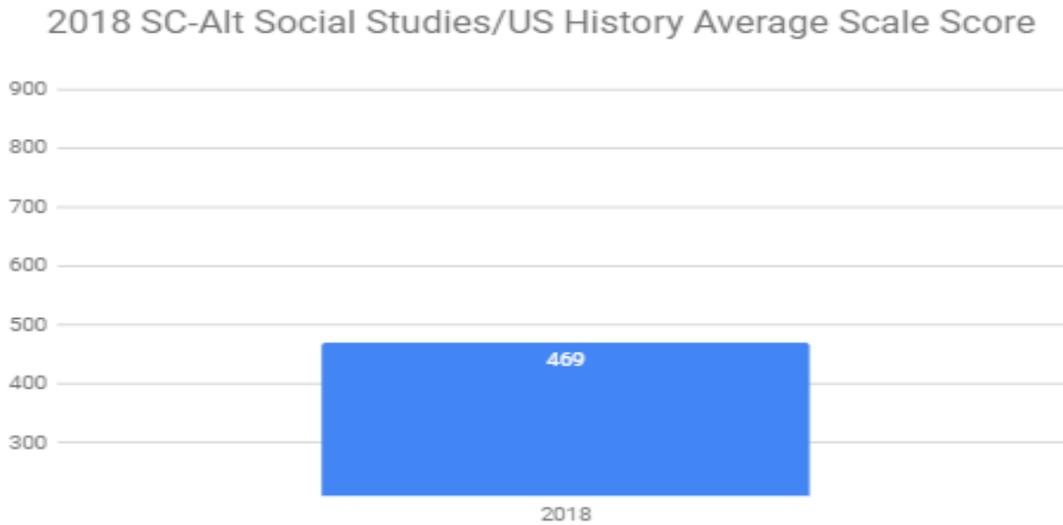
	<b>Male</b>	<b>Female</b>
2017-2018	12	5

In 2018, 12 high school aged male students who participated in the algebra section of the SC-Alt assessment, had a scale score average of 505. Five high school aged female students who participated in the algebra section of the SC-Alt assessment, had a scale score average of 535.

The following graphs show the Washington Center average scale scores for the SC-Alt assessment in Science and Social Studies grades 3-8, and the SC-Alt high school assessments in Biology and US History.



Scale scores for Science (grades 4, 6, 8) range from 209 to 604, and scale scores for Biology (grade 11) range from 247 to 584 on the SC-Alt Performance Level Achievement Standard Scale. Washington Center students' combined scale scores for Science and Biology averaged 868 for the 2018 SC-Alt Assessment.



Scale cores for Social Studies (grades 5 & 7) range from 307-560, and scale scores for U.S. History and Constitution (grade 11) range from 231-586 on the SC-Alt Performance Level Achievement Standard Scale. Washington Center’s combined student scale scores for combined Social Studies and U.S. History/Constitution averaged 469 for the 2018 SC-Alt Assessment.

**Student Achievement Challenges and Related Goals (Needs Assessment)**

Due to the extent 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 2018-2023 objective for IEP goal achievement is for at least 80% of students to achieve 100% mastery on all IEP goals. This goal applies to therapies as well as classroom IEP objectives and requires a joint effort among professionals with regular mutual planning and updates. For the 2017-2018 school year, 94.3% of Washington Center students achieved 100% IEP mastery, which exceeded the goal of 80% of students mastering all IEP goals. Writing attainable goals and teacher/therapist collaboration have enabled students to meet this goal.

We are measuring our student achievement data for the SC-Alt using scaled scores in order to better demonstrate small increments of growth in content areas. The 2018-2023 Renewal Action Plan Goal for SC-Alt scores projects a 3 point school-wide increase in average scale scores in each tested subject, including ELA, Math, Social Studies and Science.

Our analysis of student achievement included disaggregation of subgroup scores to reflect strengths and weaknesses. Therapy IEP mastery results reached almost 100%. At 81.3% IEP mastery, students classified with Trainable Mental Disabilities (TM), demonstrated the lowest results of disability comparisons. Conversely, the TM population scored the highest in Alternate Assessment averages for disability categories for every subject. Hispanic students scored the lowest (88.2%) of ethnicities in IEP mastery. For the Alternate Assessment, ethnicity results varied according to subject and grade. Females performed nine percentage points higher than males, and consistently, females scored higher on Alternate Assessment averages than males

With the advent of online testing using standards-based material that is aligned with grade level standards, the complexity of the assessment for students with severe intellectual disabilities has increased. In an effort to better prepare students for testing, multiple curriculums have been made available to teachers: 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. The Attainment Curriculum covers all subject areas; and, the SC-Alt Support Guides also provide standards-based instructional support.

Our instructional team has initiated a variety of strategies to address the challenges of the Alternate Assessment for our students. As measures of teacher effectiveness and to support our School Renewal Goals, SLO student academic goals include 100% IEP mastery expectations and a three point yearly increase in measures of standards-based academic achievement. Representatives from the State Department of Education Office of

Testing have observed Washington Center students during testing and have noted challenges related to reliable assessment. 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 SC-Alt Support Guides for teaching standards-based content. Monthly Professional Development PLC workshops are presented by teacher teams providing instructional strategies in each of the curriculum areas. Students practice using technology for indicating response choices, and students have access to iPads, Promethean Boards, touch screen computers and various types of assistive technology - all designed to allow students to respond more competently and reliably 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-school workshops and Professional Learning Community (PLC's) that are 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 for the Special Education population, the Unique Learning Systems curriculum is funded and provided by the South Carolina Department of Education. 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. Teacher committees have held PLC workshops this school year sharing instructional tips and strategies.

**Attainment Curriculum:** The Attainment Curriculum is also 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 concrete materials, early learning symbols, and abstract concepts so teachers may adapt instruction for the needs of their students. Teachers attended in-house PLCs and workshop training on advanced application of the curriculum this year (2018-2019). Teachers at Washington Center are making use of the subject area 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.

**Lesson Planning:** Washington Center teachers use the OnCourse Lesson Planning website to allow teachers to develop consistent and easily monitored lesson plans. Teachers have been 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. Teachers have benefited from using OnCourse with addition of Core Connector Standards and 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 four new Washington Center teachers for the 2018-2019 school year.

**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, Emergency trach care, 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: Medication Administration: Epinephrine Auto-Injectors, Hazard Communication: Right to Understand (GHS), Assisting with Medication for School Personnel, Sexual Harassment: Staff-to Staff, Religion and Public Schools 2017, FERPA: Confidentiality of Records, Greenville County Schools Safety, Bloodborne Pathogen Exposure Prevention, Greenville Energy Conservation, Medication Administration: Diastat, Active Shooter Training, Sexual Misconduct: Staff-to-Student, Special Education: Lifts and Transfers, Safe School Climate Act 2017, Health Emergencies: Seizures, Special Education: Safety in the Classroom, Health Emergencies: Overview, Greenville County Schools Code of Ethics and Social Media 2017, Greenville County Schools Mandated Reporter 2017

**OT/PT Training:** At the beginning of each school year, occupational therapy (OT) providers conduct orientation related to use of adaptive equipment, and sensory integration techniques (including use of 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 based on prioritized state standards. Eligibility for alternate assessment is determined by student IEP teams, based

on criteria outlined by the state, and beginning with the 2018/2019 school year, all tests will be delivered online. Our Instructional Coach shares updates on procedures, guidelines for testing procedures, and directions regarding the distribution and return of materials. Training for all test administrators will be done through a series of modules and quizzes online through the SC-Alt Portal; 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, determined by baseline data. 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.

**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 and Grid-Player 2, which connects the teacher's Promethean Board to the iPad, facilitating more efficient student access. During the 2018-2019 school year, a district "Technology Refresh" provided new computers and iPads. Faculty members have been trained in procedures for virtual field trips, Skype, Twitter and for designing of

classroom newsletters. Staff have also gone through Google training, as it is at the center of school-wide communication this year.

Washington Center's technology committee monitors changes in technology and makes recommendations regarding devices that could be beneficial for students. 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. SLO Objective Statement, 2. Assessment Window Dates, 3. SLO Interval of Instruction, 4. Setting/Student Population, 5. Baseline and Trend Data, 6. Growth Targets, 7. Instructional Strategies, 8. Assessments and Progress Monitoring, and 9. Teacher Professional Growth and Development Plan.

Use of Scale Scores have been modified due to test format changes and IEP goals. Ranges in test scale scores vary between tests. ELA and Math scores continue to be assessed on the NCSC Performance Level Scale. These assessments scores range from 1200-1290 for grades 3-8th. All other general subject areas are assessed on the SC-Alt Performance Level Achievement Standard Scale. English (grade 11) has a scale score range of 290-600. Algebra (grade 11) ranges from 249-593. A scale score range of 209-604 is assessed for Science (grades 4, 6, 8). Biology ranges from 247-584. Students grades 5th and 7th are assessed in Social Studies on a scale score range of 307-560. Rounding out the assessments, US History (grade 11) scale scores range from 231-586.

**Book Studies:** All staff members participate in yearly book studies. During the 2018-19 school year both students and staff participated in Wonder book studies. Student copies of the Wonder Book were purchased with grant monies and sent home with each student. Teachers received the original book and after reading, the entire staff had a book study to discuss the book. This professional development book study provided a forum for Washington Center staff to share in the positive concepts and instructional strategies with applications to job responsibilities. We will continue to look at different points of view that people have concerning individuals with disabilities and how they affect family members. Some of our emphasis is to create a more cohesive team, a focus on kindness, and how to respond to the perspective view of persons that are closely involved with persons with disabilities. The book studies have enhanced teamwork and provided a positive insight into our professions.

Washington Center Professional Development  
2018-19

August	September	October	November	December	January	February	March	April	May
7- New Teacher Luncheon and school overview	5- SLO Training	3- Faculty meeting: Alternate Assessment	7- Faculty meeting: Technology Proficiency	5- Faculty meeting: IEP Updates	16- Alternate Assessment Introduction- School based	Indicator 13 Training/ IEP updates	6-Faculty Meeting	3-PLC Math Standards-Based Instruction	15- PLC Standards-Based Science Instruction
13- Opening meeting: Expectations	6- Attainment workshop for new teachers	17- PLC IEP Mastery & Documentation	29- Parent Night with service providers presentations	19 - PLC: Prioritized Standards Support Guides	16- PLC Related Arts Standards-Based Instruction	20- PLC- ELA Standards-Based Instruction	20- PLC Social St. Standards-based instruction	3- Community Based Resources	1- SLO requirements workshop
13-Team Building- Wonder/kindness	13- Review of Electronic PAS-T Notebook	10- School Portfolio Strategic Plan Committee meeting	14-School Portfolio Strategic Plan Committee meeting	12- School Portfolio Strategic Plan Committee meeting	9 - School Portfolio Strategic Plan Committee meeting	13- School Portfolio Strategic Plan Committee meeting	13- School Portfolio Strategic Plan Committee meeting	23- Safety Training	1 Autism Summit Overview
13-Safety Training Video & Discussion	14- Safety Training Videos	1-31 Weekly Read to Succeed for qualifying teachers	1-30 Weekly Read to Succeed for qualifying teachers	1-14 Weekly Read to Succeed for qualifying teachers	1-31 Weekly Read to Succeed for qualifying teachers	1-28 Weekly Read to Succeed for qualifying teachers	1-31 Weekly Read to Succeed for qualifying teachers	1-30 Weekly Read to Succeed for qualifying teachers	22- Lunch & Learn Guardianship
15- District Sp Ed. Updates	19- News-2-You PLC	22-Learning Target Training	7- PLC Unique Learning System	5- Technology Workshop Apps (Wakely)	Alternate Assessment Training for New Teachers	2-28 Alternate Assessment Online & Individual Training	12- Windows 10 training for computer refresh		
14- CPI Refresh Training	18-29- Read to Succeed for qualifying teachers	24-26 Technology Conference	8- New Teacher Updates and sharing		1-22 Alternate Assessment Online Training	6-7 Wonder Book Study	7-8 Autism Summit		
13-Speech/OT/PT updates with Staff	27- Eleot Training for new teachers	11- Unique Learning System Webinar			31- Lunch & Learn workshop		14- Lunch & Learn Workshop, DDSN		
22- Learning Target/ PLC							29-Human Genetics Sym.		
14- CPR Skills Test									

## **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, 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. During the 2017-2018 school year, 11,833 volunteer hours were documented.

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 as local professionals come to the Washington Center campus. The Greenville City Fire Department and Fire Safety House, EMS, Greenville Police Department and K-9 Unit, the Greenville Swamp Rabbits, Terry Creamer Construction, and Table 301 Food Truck are a few of the local organizations that participate.

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 2018 Family Night hosted eight groups or agencies including: Thrive Upstate, Sugar Angels, Assistive Technology Project, Toy Adaptation Station, Protection and Advocacy, Camp Spearhead, Greenville Active Day and Special Adult Network of Dentists.

Our PTA sponsors informational sessions for Washington Center families through a Lunch and Learn series. Guest speakers have provided information about support agencies for children and adults with special needs, legal requirements related to individuals with disabilities, and dealing with stress and loss. 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 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 companionship is provided monthly, giving students an opportunity to have hands-on experiences with pets. This service is provided by an individual with a specifically trained dog.

Each year Washington Center provides practicum and student-teaching experiences for students from Furman 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 8<sup>th</sup> 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 8<sup>th</sup> 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. They also help with the PTA sponsored 5K Run, Walk and Roll, provide Christmas gifts 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 and various community members through a Christmas Giving Tree.

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 Cherryvale Farms items, 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.

Washington Center provides the opportunity for students to participate in the “Arts. Selected” program, and students participate in the Ed Reach Program through the Greenville Symphony Orchestra, and the Michelin Children’s Concerts. Guest performers who have come to Washington Center have included choral groups, musicians and The Children’s Little Theatre on Tour acting groups.

Throughout the year, Washington Center students participate in a variety of community outreach activities as a part of their “Community Based Instruction”. Students have made cards in Art Class to honor local Veterans and to be delivered to our Greenville County Veterans’ office, and they frequently make “thank you” cards for services that have been provided. During Washington Center’s annual Spirit Week, money is raised or needed items collected for a chosen charity outside the school.

Community Based Instruction (CBI) supports transition planning and involves a series of small group activities where students with disabilities apply independent living skills from the classroom to the school environment, and later into the community.

The program goals of “Community Based Instruction” are to lead students toward independence and enable students to:

- Apply educational goals and objectives in the community,

- Coordinate functional, academic, social, communication, and mobility skills
- Effectively and safely transition into adult community living.
- Demonstrate appropriate social and behavioral skills in the community

In addition to community based experiences, students have also been able to participate in virtual field trips. 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 experience learning activities online. Virtual field trips are accessible for all students and are supported by our state standards and curriculum.

Educators from other districts and from the state offices often visit Washington Center, as do Leadership Greenville and Leadership South Carolina groups. Also, numerous Teacher Cadet Programs from throughout the district tour the Washington Center facility each year.

Washington Center staff members maintain personal websites, and each week a designated teacher contributes photos and articles which appear on the school web page and are shared with local media. Additionally, teachers create monthly newsletters which they post on their websites, send home with students, and/or email to parents. They communicate additionally with parents using email, phone calls, in-person conversations, and communication notebooks. The school publishes a monthly newsletter, *The Seagull Express*, which is printed in both English and Spanish. The principal routinely posts updates and information to the staff in a Sunday Night Message through Google Classroom, 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 Morning News is broadcast to each classroom via Zoom and 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 ongoing communication with school personnel.

Washington Center's instructional program is enhanced by specialty classes to provide arts education and functional skills. These classes offer adapted, modified curriculum and instruction to meet student cognitive and physical challenges. 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 (AES) Program:** Students participate in life and Earth science lessons based on grade-level state standards, interact with a variety of classroom pets, and grow and care for plants in the greenhouse. While in AES, the students are active, card-carrying 4-H members and work on agricultural and animal care skills via the 4-H curriculum. The students also manage the Seagull Market in which they grow microgreens, vegetables, fruits, and other plants which are sold in the class farmers' market. Finally, the students work on the Seagull Sustainability Shop projects, which is a joint effort with art and daily living classes. This project involves the reuse of everyday items to create artwork, composted soil, etc. to help preserve our environment.
- **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 and engagement. Students can choose activities and use switches to activate the equipment in the room which provides visual, auditory, tactile, and kinesthetic stimulation. Interactive activity walls, mirrors, light ropes, bubble tubes, music, and massage chairs are available.
- In **Adaptive Physical Education** classes, students ride adapted bikes and scooter boards; compete in adapted bowling, tennis, and volleyball; and, prepare for Special Olympics. The 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 standards based 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.
- The Washington Center **Music** program provides many opportunities for experiential learning for students with disabilities during weekly music classes, school programs, and events involving community members. Each week students

participate in an adapted music class that facilitates learning through a multisensory approach involving visual, auditory, and tactile stimulation. Students participate in standards-based activities that utilize singing (or responding to teacher-led singing), purposeful moving, playing instruments, and active listening. All students receive hand-over-hand assistance and/or prompting (when needed). The goal is to help them participate as independently, as possible and feel successful. Special adaptations are provided for visually impaired students that include positioning of tactile objects and pictures, using contrasting backgrounds for visuals, providing computer visuals on both the Promethean Board and on the iPad with the Doceri app, and utilizing tactile speech symbols and voice output devices. All students benefit from sequential, standards-based instruction utilizing the Quaver Music Curriculum and the N2y Learning System. School programs also incorporate music throughout the year. Some of these include the Monster Bash Dance in October, Santa Sing Along in December, Valentines Dance in February, and the Let's Make Music exhibit during Craft Day in the spring. Individuals and community groups also share their musical expertise with students during programs at the school and in the community. These may vary from year to year, but two regular groups include the Greenville Little Theater and the Greenville Symphony Orchestra (EdReach program and Michelin Children's Concert).

- 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 schools, murals have been painted and are currently are on display throughout the school. This year, our students have been participating in the district's Artist in Residence program, in which a local artist works closely with our students on a project over the course of several weeks.

### **School Safety and Security**

The safety of students and staff is enhanced via daily walkthroughs by law enforcement personnel. Student safety is also provided through the installation of scan locks on main exterior doors and the installation of emergency buzzers in additional rooms. Classroom activities can be viewed at any time using classroom cameras. There are fifty-seven interior cameras and sixteen exterior cameras used to monitor activities inside and outside the school. Monthly fire drills are practiced by our staff and students. Earthquake drills and lockdown procedures are also practiced regularly. School safety is a priority for our campus.

### **Discussion of 2018 Survey Results**

Report Card Survey Responses from teachers yielded the following information: Fourteen teacher responses were received for analysis. Parent surveys were required for Washington Center for the school year 2017-18, but results were not used due to an inadequate number of survey returns. 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. One hundred percent of teachers were “Satisfied with school-home relations.” Student Safety questions of “I feel safe at my school before and after hours” had 100% agreement by teachers and the question “The rules for behavior are enforced by my school” had 93% agreement by teachers. Results of the 2017-18 SC School Report Card results concerning Student Safety can be accessed through the link:

<https://screportcards.com/overview/school-environment/student-safety/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTkwMg>

### **Nature Trail Project**

Washington Center’s nature trail was completed in the early fall of 2018. The trail opened for students on September 21 and it was the culmination of the work of many individuals, school organizations, grants, and the school district. The trail is ADA compliant and provides a walking and wheelchair accessible outdoor venue for the students of Washington Center, Sara Collins Elementary, and the surrounding Greenville community.

The Trail has paved wheelchair accessible walkways that open up to sunny and shaded areas for students to explore and learn about different aspects of gardens, woods, and natural environments. The new nature trail also allows students to increase interactions with the outside environment and provides both instructional and recreational value.

During the 2018-19 school term several other individuals provided additions to the venue. An Eagle Scout project by Pratamesh Ramasubramanian created an exploratory learning center for students. Volunteers from Fluor helped in planting trees provided by Trees Greenville. Greenville Recreation helped in providing ADA approved railings and Greenville County School District provided all new 6 foot high fencing around the complex for added safety and protection.

Other organizations, volunteers, and individuals have come forward to provide assistance for future additions to the Trail.

Overall, the addition of the nature trail will provide years of experiences, enjoyment, and learning for students of Washington Center, Sara Collins Elementary and all of the Greenville community.

Washington Center's 2017-18 State Report Card can be found through this link:

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTkwMg>

## **SCHOOL RENEWAL ACTION PLAN**

**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 points yearly on their school-wide average scale scores for English Language Arts & English as measured by the SC Alternate Assessment (SC-Alt)*

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed a 3 point yearly increase in scale score average in ELA and English as measured by the SC Alt based on the previous year’s school-wide average.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE:</b> SC-Alt Scale Scores for ELA and English	(2017-18 ELA English Scale Score Average) <b>868</b>	<b>School Projected</b>	<b>871</b>				
		<b>School Actual</b>					

**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 points yearly on school-wide average scale scores for Math and Algebra as measured by the SC Alternate Assessment (SC Alt)*

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE:</b> SC Alt Scale Scores for Math and Algebra	(2017-18 Math and Algebra Scale Average) <b>865</b>	<b>School Projected</b>	<b>868</b>				
		<b>School Actual</b>					

**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 points yearly on the school-wide scale score average for Science and Biology as measured by the SC Alternate Assessment (SC-Alt)*

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed a 3 point yearly increase in the scale score average in Science and Biology as measured by SC-Alt based on the previous year’s school-wide average.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE:</b> SC-Alt Scale Scores for Science and Biology	(2017-18 Science and Biology Scale Score Average) <b>522</b>	<b>School Projected</b>	<b>525</b>				
		<b>School Actual</b>					

**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 point yearly on the school-wide scaled score average for Social Studies and US History as measured by the SC Alternate Assessment (SC-Alt)*

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed a 3 point yearly increase in scale score average in Social Studies and US History as measured by the SC-Alt based on the previous year’s school-wide average.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE:</b> SC-Alt Scale Scores for Social Studies and US History	(2017-18 Social Studies and US History Scale Score Average) <b>469</b>	<b>School Projected</b>	<b>472</b>				
		<b>School Actual</b>					

**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, at least 80% of students will master at least 100% 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.

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

<b>ACTION PLAN FOR STRATEGY #1: Achieve a 3 point yearly increase in ELA and English SC-Alt scale scores.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Use of standards-based instruction in ELA at least one day per week	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 and Portal registration for PLCs 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
4. Provide curriculum resources and workshops: Unique, Attainment, Prioritized Support Guides	9/19-5/19	Instructional Coach	NA for school	SCDE	Agenda and Portal registration for PLCs Implementation noted in Lesson Plans & Observations

<b>ACTION PLAN FOR STRATEGY #2: Achieve a 3 point yearly increase in Math and Algebra SC-Alt scale scores.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Use of standards-based instruction in Math at least one day per week	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 and Portal registration for PLCs Implementation noted in Lesson Plans & Observations
3. Provide technology to enhance math instruction	9/18 - 6/19 12/6/18	Principal/ Technology Specialist	NA to school	GCS Donors Choose	List of devices and apps Technology workshop

<b>ACTION PLAN FOR STRATEGY #3: Achieve a 3 point yearly increase in Science and Biology SC-Alt scale scores.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 and Portal registration for PLCs Implementation noted in Lesson Plans & Observations
3. Create Science manipulative object bank	8/18 – 6/19	Instructional Coach & Science Teacher	\$690.11 \$545.00	Donors Choose District Funds	Cataloguing and use of materials
4. Establish Science resource folder in Washington Center Google Drive	9/18 – 6/19	Instructional Coach & Science Teacher	NA	NA	Science Resource folder contributions

<b>ACTION PLAN FOR STRATEGY #4: Achieve a 3 point yearly increase in Social Studies and US History SC-Alt scale scores.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 and Portal registration for PLCs Implementation noted in Lesson Plans & Observations
3. Create Resources folder on Washington Center Google Drive to share recommended CBI destinations, Virtual Field trips, Community Resources	8/18 – 6/19	Instructional Coach	NA	NA	Resource folder contributions

<b>ACTION PLAN FOR STRATEGY #5:</b> Achieve 100% mastery of IEP goals as measured by end of IEP combined data averages by 80% of students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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
3. Amend non-achievable goals	10/18-2/19	IEP Case Manager	NA	NA	Record of Meetings
4. 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: During the 2018-19 school year, 100% of staff positions will be filled, and 100% of teacher SLO goals will be reached.**

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

<b>ACTION PLAN FOR STRATEGY #1: Recruit and retain qualified staff filling 100% of positions.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

<b>ACTION PLAN FOR STRATEGY #2: Maintain high standards of teacher professionalism through 100% achievement of SLO Professionalism Goals by certified staff.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b> Professional Development	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Presentation & participation in PLC	9/18-5/19	Instructional Coach	NA	NA	Agendas, Follow-up discussions, Implementation through lesson plans and observations
2. Achievement of SLO Professionalism Teacher Goal	8/18-6/19	Teacher/ Instructional Coach	NA	NA	SLO Goal Form and mid-year 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
4. Maintain professional communication with parents and staff	8/18-6/19	Classroom Teachers	NA	NA	Log of monthly communications with parents and weekly communication meetings with classroom staff

**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, Washington Center will achieve and maintain a rate of at least 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.

**Alterations to School Climate Criteria (Alternative Goals are listed based on school needs):**

- Because of functionality levels, Washington Center students are cognitively unable to participate in the SDE School Report Card Student Survey
- 2017-18 SDE School Report Card Parent Survey participation (8) was deemed less than adequate to report findings
- There were no Washington Center student expulsions or recommendations during the 2017-19 school years

**INTERIM PERFORMANCE GOAL: During the 2018-19 school year, Washington Center average responses for the SDE School Report Card Survey will meet annual at or above 90% favorable survey responses related to school safety**

	<b>AVERAGE BASELINE (2017-18)</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE:</b> SDE School Report Card Survey	100%	<b>School Projected Teachers</b>	<b>≥ 90</b>				
		<b>School Actual Teachers</b>					
	<b>(Parent responses not reported due to less than adequate response number, 8)</b>	<b>School Projected Parents</b>	<b>≥ 90</b>				
		<b>School Actual Parents</b>					

<b>ACTION PLAN FOR STRATEGY #1: Establish and carry out plans for internal security for On-Campus Safety.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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	District funded	GSC	Record of installations & student incidents
3. Safety Training PowerPoint and Active Shooter Training for staff	8/13/18	Principal, Safety Administrator	No cost to school	(NA)	Agenda
4. On-campus safety rule review, PowerPoint discussion, with staff	8/13/18	Nurses, OT, PT, Safety administrator	No cost to school	(NA)	Agenda

<b>ACTION PLAN FOR STRATEGY #2: Establish and carry out a plan for Staff Safety</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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	8/14/18	GCS	No cost	(NA)	Roster of completion
4. Safe School Training (including 6 additional school required courses)	9/14/18	Safety Administrator	No cost	(NA)	Roster of completion
5. Kevlar sleeves for arm injury protection due to student bites, scratches	8/18-6/19	Principal and Safety Administrator	\$50.00 and district funds	Student Funds and GCS	List of disbursement to classes

<b>ACTION PLAN FOR STRATEGY #3: Carry out a plan for Student Safety.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 between teachers/ nurses/ administration/ parents regarding injury, illness	8/18-6/19	Nurses, teachers	NA	NA	Record of communication
4. Medication checklists to verify daily receipt & sending home of Diastat/ Epipen and Bus Diastat Protocol	8/18-6/19	Classroom teacher, checked by Nurse & IC Bus Staff, Teacher	NA	NA	Medication checklist records Daily signatures on Diastat Bus Protocol Forms
5. Fire, Tornado, Lock-down drills as required by district	8/18-6/19	Principal	NA	NA	Log of times/dates drills conducted

<b>ACTION PLAN FOR STRATEGY #3: Carry out a plan for Student Safety.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
6. Kevlar sleeves for staff to protect students from blood exposure	8/18-6/19	Principal and Safety Administrator	\$50.00 and district funds	Student Funds and GCS	List of disbursement to classes