



WASHINGTON CENTER

Special Education Pre-K-12

Sheila Gentry, Principal

Greenville County School District

**W. Burke Royster
2024-25 through 2028-29**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Washington Center

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(one year)*

Required Signature Page

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

Assurances for the School Renewal Plans

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

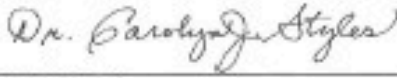
SUPERINTENDENT

Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Sheila Gentry		4-18-24
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristin Kennedy		4/18/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Melissa Brothers		4/18/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2 Betty Spencer Drive Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-0250

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

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Sheila Gentry
2. Program Facilitator	Emily Cook
3. Instructional Coach	Melissa Brothers
4. Teacher	Amy Garbe
5. Parent/Guardian	Beth Ryan
4. Community Member	Jennifer Sperry
5. Paraprofessional	Colleen Salling
6. School Improvement Council Member	Laurie Beck
7. Read to Succeed Reading Coach	Melissa Brothers
8. School Read To Succeed Literacy Leadership Team Lead	Melissa Brothers
9. School Read To Succeed Literacy Leadership Team Member	Melissa Brothers

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, PreK–3</p> <p>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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>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="checkbox"/> Yes <input type="checkbox"/> No	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

<input type="checkbox"/> N/A	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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

Introduction:	<i>Page 7</i>
Executive Summary:	<i>Pages 8-11</i>
School Profile:	<i>Pages 12-26</i>
Mission, Vision, Beliefs:	<i>Pages 27-29</i>
Data Analysis and Needs Assessment:	<i>Pages 30-34</i>
Renewal/Action Plan:	<i>Pages 35-49</i>

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. Content includes information from PTA, SIC, Leadership Committee, therapists, administration, and Health and Food Services. 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/Findings for Student Achievement

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 materials presented in the SC-Alt are challenging for students with severe disabilities. All students participate in alternate assessments for ELA and Math in grades 3-8. Additional assessments are given in grade 9-11 to include Algebra, Biology, English II and US History. Baselines were established for the 2024-25 Renewal Action Plan goal for SC-Alt scores to maintain or increase by 1 point yearly school-wide in average scale scores ELA and Math in grades 3-8. Our instructional team has continued to prioritize strategies to address the challenges of the Alternate Assessment for our students. There is a continued need to include strategies for teaching that include daily use of technology, teacher training and curriculum resources.

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 Leadership Committee, surveys, teacher recommendations, district information shared at 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 allowing for modifications through the year, based on student/teacher need, interests, and availability of funds. The administration and leadership team surveyed the staff to determine what they feel would be professional growth needs. It was determined that more professional development in the area of STEAM as well as ways to modify and adapt the curriculum to best meet the individual needs of all students. Washington Center utilizes Professional Learning Communities (PLCs) for teachers with similar caseloads to address ways for incorporating individualized learning strategies. There is consensus that there is a need for more focused and strategic use of professional learning communities.

Needs Assessment/Findings for School Climate

Washington Center maintains the commitment to support families and our community. Parent communication and engagement is imperative for student learning and success. Washington Center teachers and staff work diligently to create a lasting partnership with

families. Teachers are required to communicate regularly with parents since most students at Washington Center are non-verbal and are unable to relay information from school to home. The teachers and staff strive to meet the needs of all our parents when sharing information. Teachers use district supported apps, daily communication logs, Backpack, phone calls and emails to reach parents. There is a continual need to increase reciprocal parent communication with some of our families. Parent engagement in the building can be challenging for our families for many reasons. Volunteers are requested for PTA events and through donations. Washington Center supports the entire county which can make it difficult for parents to attend functions at school. Just as we make adjustments to meet the individual needs of our students, Washington Center teachers, staff and administration must do the same for our parents as we prioritize communication and involvement.

Significant Challenges

- Because multiple teachers and therapists serve students, regular and efficient communication regarding student progress and goal attainment is a necessity.
- Continuing to identify appropriate curriculum for students with complex needs and disabilities can be a challenge; 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, Sensory Learning Kit, Environmental Print, TouchMath, Themes First, Read-it-Once-Again and ReThink Ed curriculum. PLCs and whole group professional development prepared teachers for presenting appropriate instruction while modifying and adjusting these curriculum resources to meet the specific and unique needs of the students.
- Teachers and staff members work to improve and maintain communication with parents and caregivers through the use of updated websites, daily logs and communication apps when necessary. Also, included on the school's website are documents of PTA meetings and links to Facebook and Instagram. A school yearbook is published yearly.
- 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 use extra vigilance 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 is currently on the district's list for installation of new SmartBoards with touch screens in each classroom.

- 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, Leadership Team, and an open invitation to make suggestions. 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 various grants to update equipment and place sunshades over the swings.
- A new Individualized Education Program software system (EdPlan) will be utilized starting with the 2024-25 school year. Teachers will receive extensive training as the new year begins and will participate in continued professional development to refresh and update changes as they occur.

Significant Awards, Results, and Accomplishments

- Donors Choose grants have enhanced classroom and school-wide projects during the 2021-22, 2022-23 and 2023-24 school years.
- The Music Department received an award from the Knights of Columbus to fund drums for use during class music lessons in 2021.
- A grant from the Knights of Columbus was awarded to fund physical therapy equipment in the 2021-22, 2022-23 and 2023-24 school years.
- The students have continued to participate in work related jobs with the staff and classrooms such as Sully's Coffee and Sweets, our school's coffee cart, Seagull Grill, the school's bimonthly lunch program for staff, and the school towel service

- for classrooms.
- The Giving Tree Committee arranged for 115 students to receive holiday gifts through donations from community members in November and December 2023. This is an annual program organized and implemented by the teachers to support our students and their families.
 - The staff initiated a canned food drive in November 2023 to give back to the community. We collected 300 cans and delivered them to Harvest Hope Food Bank.
 - Washington Center hosted two meeting days for non-certified staff enrolled in the Paraprofessional Academy during the 2023-24 school year.

WASHINGTON CENTER SCHOOL PROFILE

Overview

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 120 students who require specialized instruction as a result of complex needs including cognitive, motor, speech/language, medical and other disabilities. Recommendations for placement and instruction at a separate program 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 individual students.

Washington Center has 26 certified teachers (18 classroom, 3 homebound, and 5 related arts, 8 therapists, 39 paraprofessionals, 6 health coordinators, which includes 6 nurses and one orderly. Related arts teachers include library, music, art, and PE. Music, art and PE also teach one day a week at Welcome Elementary School. There are two additional related arts classes that include Daily Living and Environmental Exploration. Occupational, speech and physical therapists have work schedules that include time on other campuses, too. Qualifying students receive itinerant orientation and mobility, vision, and hearing services on-site by district personnel. Students with a primary language other than English receive consultative services by a district ESOL teacher.

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 1990s, 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 sometimes physical or behavioral disabilities.

Washington Center's campus was designed with input from parents, staff members, and architectural professionals and was completed in 2005. A wing of Hollis Academy provided classrooms for younger students from January 2014 until August of 2018 when it once again became possible to serve all students at the Betty Spencer Drive campus. The current facility 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

Washington Center Administration

Mrs. Sheila Gentry - *Principal*

Mrs. Emily Cook - *Program Facilitator*

Ms. Melissa Brothers - *Instructional Coach*

Leadership Committee

Washington Center's Leadership Committee is composed of representatives from all staff groups (administrators, teachers, nurses, related arts personnel, paraprofessionals, custodians, therapists, and office staff). It is led by the school's Teacher of the Year. The role of the committee is to advise and provide input to the administration regarding a variety of school matters.

Shelly Jeffers - *Classroom Teacher (Teacher of the Year)*

Grace Williams- *Classroom Teacher*

Ryana Wilson- *Classroom Teacher*

Balinda Renault- *Lead Nurse*

Jordan Wilson- *Paraprofessional*

Chris Vazquez- *Paraprofessional*

Julie Dail- *Related Arts Teacher, Music*

Therapist - *rotating member*

School Improvement Committee (SIC)

Washington Center's School Improvement Council (SIC) provides input, feedback, recommendations, and support to the students, parents, and school staff. The SIC supports the school's Five-Year Improvement Plan. An annual "Report to the Parents" is completed each year by the SIC. The SIC recently conducted a survey to collect teacher and staff input for improvements to the school. The survey has allowed the administration and Leadership Team to make decisions about various items recently purchased for staff and students. 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.

Ex-Officio – Sheila Gentry, Emily Cook, Melissa Brothers, Amy Garbe (SIC Secretary)

Community Members –Lara Ceisel, Robin Blackwood, Dee Malone, Jennifer Sperry

Parents – Colleen Salling, Jessica Glenny, Dawn Ketcham

Teachers – Kristin Kennedy (SIC Chair), Laurie Beck, Jean Ashmore

Facilities and Services

Occupational Therapy (OT) is provided by two registered and licensed occupational therapists (OTR) and one certified occupational therapy assistant (COTA). Qualifying students receive specialized instruction in self-help, fine motor, and sensory processing; and, therapists monitor and assist with the development of appropriate orthotic devices.

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.

Speech/Language Therapy is offered to Washington Center students by two speech pathologists. 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.

Additionally, the Washington Center Speech Department provides tours, and practicum placements for undergraduate and graduate students from local colleges and universities.

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 **Environmental Exploration Classroom** is offered to all Washington Center students. Instruction during this class period focuses on sensory experiences and task/work box activities. Outside this classroom, there is a greenhouse. The greenhouse allows students to participate in activities related to science and nature.

The **Multi-Sensory Room**, designed by the OT staff, provides both relaxing and stimulating sensory experiences for students. Equipment/features available there include: tactile walls, dark room, switch activated toys, light wheels, and light boxes.

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, slides, 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 fund updates to the playground equipment and landscaping through grants and donations with the assistance of the SIC and PTA.

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. The trail has both instructional areas and sensory-stimulating plants. Classes have used the trail for activities such as nature scavenger hunts, P.E. activities, and the annual *Walk, & Roll*. In addition to being available to Washington Center and Sara Collins Elementary students, it is open to community members during non-school hours. The trail officially opened to the public in the 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 fourth Tuesday of each month, and the executive board includes President, Vice-President, Secretary, Treasurer, and Membership Chair. PTA's major fundraiser, the *Walk & Roll*, is held annually in the spring.

PTA sponsored events/activities/awards:

- Leases paid for teacher workroom copier and office copier
- Appreciation luncheons for staff
- PTA meetings: fourth Tuesday of each month
- Family Night: includes Parent/Teacher conferences and the Science Fair exhibit
- Boo in the School, Valentine's Banquet, Field Day and Senior Gifts
- *Walk & Roll*
- Teacher Appreciation: Week of May 5th 2024
- Help with Office Supplies
- Funding assistance for transportation to/from Challenge Day at Bob Jones and Special Olympics at Furman
- Retirement gifts for retiring staff

PTA Family Night

Washington Center's PTA-sponsored Family Night includes a takeout dinner for families, time to conference with the students' teacher and the opportunity to enjoy the school's Science Fair projects on display throughout the building. In addition, community organizations, agencies and partners are available for parents to supply information and answer relevant questions regarding opportunities to support the students and families outside of school.

Present Role of Parent Community

At Washington Center, parent input is highly valued. Since 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 PTA to 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 and the *Walk, & Roll* community-wide fundraiser. Traditionally, 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, *Walk & Roll*, Seagull Market (spring), and the Awards and Graduation ceremonies.

Partnerships/Community Volunteers

Washington Center receives many donations each year. Volunteers come from business and civic organizations, families, and the community at large. Most community organizations, including other school groups have donated items this year.

Recent and past partnerships:

- Local Knights of Columbus groups: donations for instructional materials, equipment, student activities, and professional development
- Knights of Columbus Hope Foundation: support for the purchase of physical therapy equipment (M.O.V.E.)
- Carolina First Bank and Chick-fil-A: Special Olympics/Challenge Day T-Shirts and donations
- Christ Church School: Reading Buddies and volunteers Seagull Market, High school escorts for Valentine Pageant
- Greenville Tech and University Center: Nursing/ OT/ PT Student Interns
- United Way
- Beauty for Ashes - student backpacks and teacher appreciation luncheon
- *Walk, & Roll* individual and corporate donors
- Daughters of Penelope: Providing snacks and gifts for the annual Santa visit
- High School Teacher Cadets
- Community and Staff Giving Tree gifts
- Bob Jones University - Challenge Day
- Greenville City Recreation Department - Challenge Day
- Greenville Symphony’s EdReach Program
- Sara Collins Elementary School - Pay It Forward
- St. Joseph’s High School
- Other contributions from Washington Center student families, staff members, local churches, and friends

School Personnel

School Personnel consists of school principal, program facilitator, instructional coach, secretary, attendance clerk, custodians, teachers, paraprofessionals, nursing staff, cafeteria staff, therapists, therapy assistants, and related arts teachers.

Two trained emergency teams have been developed to assist with situations in the building. One team assists with behavioral crises and the other with medical emergencies. The school has thoroughly outlined safety procedures to be used during emergencies. School emergency/safety plans are included in notebooks and on the staff website.

Washington Center Staff 2023-24	
Administration	3
Office Staff	2
Cafeteria	2
Custodians	5
Nurses	6
Paraprofessionals	42
Related Arts	5
Teachers	21
Therapists	6
Therapy Assistants	2

The administrative team includes the principal, program facilitator and instructional coach. The largest group of staff members is composed of paraprofessionals.

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. This district requires new paraprofessionals working with students with disabilities to attend an all-day in-service training for additional job preparation.

Number of Years Experience	Certified Staff
0-5 years	5
6-10 years	6
11-15 years	3
16-20 years	7
21-25 years	5
26 + years	6

Degree Level	Certified Staff
Bachelors	9
Bachelors + 18	2
Masters	14
Masters + 30	7
PHD	0

More than half the certified staff at Washington Center, which includes therapists, have an excess of 15+ years experience and a Masters degree or above.

School Year	Staff Attendance Rate
2023-24	95%
2024-25	-
2025-26	-
2026-27	-
2027-28	-
2028-29	-

Washington Center staff has achieved 95%attendance thus far for the 2023-24 school year.

Student Population

Washington Center Student Enrollment					
2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
120	-	-	-	-	-

Currently, 120 students are enrolled at Washington Center for the 2023-2024 school year.

Student Enrollment By Grade						
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
PK-5K	17	-	-	-	-	-
1st-5th	41	-	-	-	-	-
6th-8th	17	-	-	-	-	-
9th-12th	43	-	-	-	-	-

Students are eligible for services from Pre-K through age 21 and are grouped for instruction on the basis of age and ability levels.

Enrollment by Ethnicity 2023-24		
	Number of Students	Percentage
African American	36	30%
Caucasian	49	40.8%
Hispanic	28	23.3%
Asian	2	1.6%
Two of More	5	4.2%

The previous chart depicts student enrollment by ethnicity for the 2023-24 school year.

Washington Center Students By Gender		
	Male	Female
2023-24	71	49
2024-25	-	-
2025-26	-	-
2026-27	-	-
2027-28	-	-
2028-29	-	-

The chart above shows total student enrollment per year by gender.

Disability Area	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Autism	21	-	-	-	-	-
Deaf/Blind	6	-	-	-	-	-
Developmental Delay	4	-	-	-	-	-
ID (mild)	2	-	-	-	-	-
ID (mod)	10	-	-	-	-	-
ID (severe)	8	-	-	-	-	-
Multiple Disabilities	60	-	-	-	-	-
Other Health Impaired	8	-	-	-	-	-
TBI	1	-	-	-	-	-

The majority of Washington Center students are classified as having Multiple Disabilities, which includes Developmentally Delays, Intellectual Disabilities, and Speech/Language Impairments for the 2023-24 school year.

Related Services	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Hearing	13	-	-	-	-	-
Vision	35	-	-	-	-	-
O & M	4	-	-	-	-	-
OT	10	-	-	-	-	-
PT	79	-	-	-	-	-
Speech Language	120	-	-	-	-	-
ESOL	27	-	-	-	-	-

The preceding chart indicates the number of students receiving related services for the 2023-24 school year. Related services include Speech Therapy, Occupational Therapy, Physical Therapy, ESOL, Hearing Services, Vision Services, Orientation and Mobility.

Homebound Students					
2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
19	-	-	-	-	-

The previous chart illustrates the number of students receiving Homebound and Home-based services for the 2023-24 school year. The Medical Homebound classification requires a doctor's statement indicating the student's need prior to initiation of services; placement is determined through an IEP team decision.

Washington Center Average Student Attendance	
	Attendance Rate
2023-24	90%
2024-25	
2025-26	
2026-27	
2027-28	
2028-29	

The chart above depicts Washington Center student attendance rates for the 2023-24 school year.

Lunch Status

Currently, all students at Washington Center receive free lunches and breakfasts through the 2023-24 school year due to the Community Eligibility Provision (CEP) which is a funding option from the USDA.

Retention/Graduation Rates

Washington Center students do not receive a South Carolina 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 additional supplemental curriculums. ULS is aligned with state standards and allow flexibility for teachers in terms of instructional styles and methods.

The Unique Learning Systems (ULS) curriculum 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.

Environmental Print is a supplemental curriculum used at Washington Center. It is created for students K-12 with cognitive delays. This curriculum incorporates environmental print such as road and indoor signs into story lines of books with repetitive characters.

The **Sensory Learning Kit** is a program that includes various sensory items used to increase engagement for learning daily routines and schedules.

Prioritized Standards Support Guides are a great curriculum resource that is 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.

Attainment is a statewide curriculum for students with disabilities that was adopted by the State Department beginning in the 2017-2018. 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.

Read It Once Again is a research-based curriculum for young students with disabilities that builds foundational skills using repetition, rhythm, and rhyme using popular children's books. Read It Once Again includes instruction across several domains including cognitive, speech and language, daily living, and socialization.

Themes First is a researched based curriculum that is part of the STAR (Strategies for Teaching based on Autism Research) Program. Themes First provides monthly themes much like ULS which provide engaging lessons and activities for improved student learning. Activities focus on receptive and expressive language, academic and play/social skills.

Building Blocks of Science 3D is the district science curriculum used in all schools. This curriculum provides short lessons with hands on and digital components. It provides a nice extension to science concepts taught in ULS.

Team Instruction is an approach used by some teachers at 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.

Assistive Technology: Washington Center is committed to the use of assistive technology and augmentative communication. Each classroom has an interactive instructional board (Promethean Board), as well as at least one classroom iPad. Classrooms have various low and mid tech AAC available.

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.

Core Team: Washington Center also has a 12 member response team. The Core Team is 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, classrooms offer 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.

More information can be found on our school profile page.

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

MISSION, VISION AND BELIEFS

Washington Center staff members share a unique vision that relates specifically to the needs of students with disabilities. Families collaborate 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. These 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 intellectual disabilities, often accompanied by medical, sensory, behavioral, 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.

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-respective 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 Needs Assessment

South Carolina Alternate Assessments

The South Carolina Alternate Assessment (SC-Alt) is administered to students in grades 3 -11. English Language Arts (ELA), Math, Science and Social Studies 3-8 (as assigned per grade). English, Algebra, Biology and US History are assigned to high school students in designated grades. The information below reflects the most recent test score analysis, the 2022-23 annual assessment for ELA and Math for students in grades 3-8.

For more information, see the SCDE Alternate Assessment website:

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

Number of Students Participating in SC-Alt by Grade Level	
Grade Level	2022-23
3rd	7
4th	6
5th	4
6th	3
7th	9
8th	8
Total	37

In the 2022-23 school year, a total of 37 students in grades 3-8 took the SC-Alt ELA and Math assessments. The chart below shows the total number of students per grade level.

SC-Alt Average Scaled Scores for ELA and Math 2022-23		
Grade Level	ELA	Math
3rd	499	467
4th	494	403
5th	492	433
6th	522	517
7th	505	479
8th	496	457
Total	501	459

In 2022-23, Washington Center students in grades 3-8 scored a combined average scaled score of 501 on the ELA/English SC-Alt assessment and 459 on the Math SC-Alt assessment. Average scaled scores are displayed for each grade level as well.

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 the Leadership Committee, surveys, teacher recommendations, district information shared at principals' and IC 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 that allows for additions through the year, based on need, emerging educational trends and availability of funds. In addition to PD provided at school, virtual technology training, the annual technology conference, Summer Academy and Special Education Service trainings provide additional professional development opportunities.

Washington Center Professional Development 2023-24

August	September	October	November	December
1 - Welcome Back 2 - SPED updates 2 - Para Expectations 3- Attainment Task Boxes 4 - Book Tasting	11 - Science Fair 18 - Norms, Roles, SLOs 20 - ADEPT 27 - Book Launch: Self Guided PD	4- PLC planning 18 - ADEPT 24 - STEM Training 25 - Book Study	15 - PLC planning 17 - Assessment Switches 29 - Book Study 29 - ADEPT	6 - PLC planning 13 - Book Study
January	February	March	April	May
3 - Testing Updates 18 - 3D Printer 24 - PLC Planning 30 - ADEPT 31 - Book Study	1 - STEM Training 7 - Mid Year SLO analysis 9 - Book Study Finale - Virtual PD all month 27 - State Testing Training 28 - ADEPT	6 - PLC Planning 12 - ADEPT 27 - Dash into Robots	8 - PLC Planning 10 - SPED Edplan 24 - Transitions	1 - SLO final analysis

Additional Independent Opportunities:

AAC in the Cloud

ULS, Goalbook

AbleNet - ableU

Instructional Tech - AI

South Carolina - ATP - Vision apps, Modified books

School Climate Needs Assessment

School Environment Supportive of Learning Involving Parents and the Community

Parent Teacher Communication

Washington Center staff members maintain classroom websites with updated pictures and activities happening in the classroom. Staff communicate with parents using specific communication apps, Backpack, email, phone calls, in-person conversations, and daily communication notebooks. Out of 19 teachers, 42% have consistent communication with parents and caregivers through a specific app, 84% with a handwritten daily log and 89% via phone calls and text. We currently have 44 parent Backpack accounts, which is 34% of our student population.

Parents of students at Washington Center attend IEP meetings yearly. In addition, teachers are required to have at least one parent/teacher conference a year. Washington Center hosts parent teacher conferences in the fall. We had 53 parents attend meetings virtually, in-person or via phone call for the 2023-24 school year, which is 44% of our student population.

Volunteers

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. Washington Center volunteers come from local high schools and colleges, business and civic organizations, families, and the community. Service group volunteers include students from Sara Collins Elementary School, JL Mann ROTC, Christ Church Episcopal Middle and High Schools, and high school teacher cadet programs. These agencies' volunteers give students individual attention and provide exposure to typical peers. We also provide the opportunity for these volunteers to learn about our student population.

Annual events made possible by volunteer assistance are Special Olympics; Challenge Day; Valentine's Day Pageant; Boo in the School; Craft Day; Run, Walk, & Roll 5K; and the Christmas Program. Washington Center students participate in Bob Jones University's Challenge Day in the fall. Approximately 200 student volunteers from BJU, in addition to Greenville Recreation District and Washington Center personnel, plan and organize a Special Olympics event exclusively for Washington Center students. In addition, each

spring many Washington Center students travel to Furman University for the countywide Special Olympics.

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>

State Report Card Survey Results

The 2022-23 State School Report Card data provides additional information about Washington Center:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTkwMg>

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: During the 2024-25 through 2028-29 school years, students in grades 3-8 will maintain or increase 1 point yearly on school-wide average scaled score for Math as measured by the SC Alternate Assessment (SC Alt).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC-Alternate Assessment: Math			Projected (ES)	459-460	459-461	459-462	459-463	459-464
	459	TBD	Actual (ES)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> · Administration · Leadership Team 	0	NA	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> · Administration · Leadership Team · Teachers 	0	NA	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Use of modified curriculum aligned with standards to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	NA for school	District	
2. Use of modified curriculum aligned to state standards which include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	
3. Utilize curriculum based assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	0	NA	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> · Principal · Instructional Coach · Teachers 	0	NA	
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Administration · Teachers 	0	NA	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: During the 2024-25 through 2028-29 school years, students in grades 3-8 will maintain or increase 1 point yearly on school-wide average scaled score for ELA as measured by the SC Alternate Assessment (SC Alt).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC-Alternate Assessment: ELA			Projected (ES)	501-502	501-503	501-504	501-505	501-506
	501	TBD	Actual (ES)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Use of modified curriculum aligned to state standards to leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	0	NA	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	
6. Ensure vertical articulation of grade/age level content and practices.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Teachers 	0	NA	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	0	NA	
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.	2024-2025	<ul style="list-style-type: none"> · Director of Early Intervention and Student Support 	NA	NA	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an</p>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	0	NA	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	
4. Utilize curriculum based assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> · Teachers · Instructional Coach 	0	NA	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	Varied	District, Building Grants	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	
3. Build capacity for consistent implementation of the district supported modified curriculum	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	NA	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	0	NA	

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach · Teachers 	0	NA	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> · Administration · Instructional Coach 	0	NA	

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	< 5%	<5%	<5%	<5%	<5%
	0%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: 100% classroom teacher positions will be filled on the first day of school by highly qualified educators					
1. Utilize Upbeat Survey Results to improve overall school culture.	2024-2029	· Admin, Leadership Team	0	NA	
2. Provide in-house buddy mentors for 1st and 2nd year teachers to foster positive relationship with colleagues	2024-2029	Admin, IC	0	NA	
3. Frequent one-on-one and small group meetings between teachers and professional staff	2024-2029	Admin, IC, Therapists	0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Decrease additional school wide committee participation for 1st and 2nd year teachers	2024-2029	Admin, Leadership Team	0	NA	
5. Explore teacher curriculum/content interests for individualized PD	2024-2029	Admin, IC	3,000	General & Local Funds	
6. Provide highly specific PD to address needs/challenges of current SPED population	2024-2029	Admin, IC	3,000	General & Local Funds	
7. Focus on teacher and staff appreciation activities throughout the year to build school morale	2024-2029	Admin, Leadership Team, Spirit Committee, PTA	10,000	PTA, Memorials, Donations, Local Funds	

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)	2%	4%	6%	8%	10%
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Admin, Teachers	0	NA	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement	2024-2025	· Admin, Leadership Team, SIC	0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
opportunities, and resources for students.					
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Admin	0	NA	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	· Admin, Leadership Team, SIC	0	NA	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Admin, Leadership Team, SIC	0	NA	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Admin, Leadership Team	5,000	PTA, Local Funds	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	· Admin, Leadership Team, Teachers	0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Admin, Leadership Team	0	NA	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	· Admin	0	NA	