WASHINGTON CENTER

Special Education Pre-K-12





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:

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 ***(one year)***

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

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

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Teshia Hair	Teshia Hair	3/10/22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	Roger D. Meek	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amy Garbe	Amy Garbe	3/10/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Melissa Brothers		3/10/22
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-0250

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Teshia Hair
2.	Program Facilitator	Emily Cook
3.	Instructional Coach	Melissa Brothers
4.	Teacher	Jennifer Ensley
5.	Parent/Guardian	Colleen Salling
4.	Community Member	Robin Blackwood
5.	Paraprofessional	Alan Madden
6.	School Improvement Council Member	Amy Garbe
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

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

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

__✓___ Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

__✓___ Staff Development
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__✓___ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

_ ✓___ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

__✓___ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

__✓___ **Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

__✓___ **Half-Day Child Development**
The district provides half-day (and sometimes full-day) child development programs for four year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

__✓___ **Developmentally Appropriate Curriculum for Pre K–3**
The district ensures that the scope and sequence of the curriculum for Pre K–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

__✓___ **Parenting and Family Literacy**
The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally

most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

__✓___ Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Table of Contents

Introduction: *Page 8*

Executive Summary: *Pages 9-14*

School Profile: *Pages 15-31*

Mission, Vision, Beliefs: *Pages 32-34*

Data Analysis and Needs Assessment: *Pages 35-45*

Renewal/Action Plan: *Pages 46-66*

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 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 at least 80% of all students to achieve 100% mastery of their IEP goals. In total, 100% of Washington Center students achieved 100% IEP mastery for the 2020-2021 school year.

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. 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 2020-2021 State School Report Card results:

https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTkwMg

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 additions through the year, based on need, interests, and availability of funds. Traditionally, there are a few district-sponsored workshops that relate directly to work with students exhibiting low incidence disabilities; however, the annual technology conference and Special Education Services' trainings are valuable, and

participation is encouraged in addition to onsite workshops. With the advent of Virtual and eLearning requirements, Washington Center staff have participated in numerous virtual trainings to promote the use of web-based instruction.

In-school workshops and Professional Learning Community (PLC's) that are more specific to Washington Center students are developed internally, and in recent years have targeted the following: ReThink Ed and SEL lessons in the classroom, DDNS: Life After WC, Engagement Through PLAY, continued implementation of the Unique Learning Systems and additional supplemental curriculums, Engagement Through GAMES, Environmental Print, Behavior Strategies in the Classroom, Assessments: ULS monthly check points, Sensory Learning Kit, Alt ACCESS for ELL, and SC Alternate Assessment. Additionally, staff participated in regular professional development related to emergency/safety procedures, lifting and positioning training, Due Process/IEP development, Crisis Prevention Training (CPI), and technology integration. Para-professionals were presented with a review of the certified staff PD in a small group rotation type set-up. This was well received and will be repeated in the spring. Maintaining high standards of teacher professionalism in utilizing new instructional strategies is critical for ensuring student progress and teacher/administrator quality.

Needs Assessment/Findings for School Climate

COVID-19 has continued to present many challenges for the 2021-2022 school year. Due to COVID-19 pandemic challenges, staff created alternative activities that align to current COVID policies. In traditional years, Washington Center staff members have demonstrated a commitment to providing community experiences, much like the ones enjoyed by typical peers. Off campus trips such as Challenge Day and Community Based Instruction and typical peer volunteer activities did not take place during the 2020-21 and 2021-22 school year due to current safety guidelines. Instead, school events such as Boo in the School, the Christmas Program, Valentine's Day Pageant/Dance, Run Walk and Roll were modified, broadcast virtually or in some cases, both. Alternate student activities such as the Seagull Coffee Cart and Seagull Grill have given students practice in social and economic skills. Virtual trips and online interactive speakers have served as community experiences.

Washington Center maintains the commitment to support families and our community. PTA, SIC along with IEP and Faculty meetings were conducted virtually. The annual Family Night activity was substituted with lists of supportive agency contacts. Student teachers from local colleges continue their practicums for classroom and therapy experiences on campus.

Traditionally improving school climate and maintaining a positive environment at Washington Center are ongoing priorities, 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, SIC, and Leadership Committee meetings facilitate school, home, and community communication and involvement. Members of both SIC and Leadership Committees serve in advisory roles, while PTA helps provide funding for materials and activities that enrich the curriculum, maintain community-based training, and support teachers and staff.

Significant Challenges

- Because multiple teachers and therapists serve students, regular and efficient communication regarding student progress and goal attainment is a necessity.
- 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, Sensory Learning Kit, Environmental Print curriculum and ReThink Ed. 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, newsletters, and daily logs. Also, included on the school's website are documents of PTA meetings and links to Facebook. A school yearbook is published during alternate years.
- 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 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 and will be updated again in March 2022.

- 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 during non-COVID years. 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 (Enrich) began utilization by Greenville County during the 2019-2020 school year. Several PLCs prepared teachers for using this software efficiently. Continued professional development is provided to refresh and update new changes.
- During the 2019-2020 school year, there has been an influx of preschool-aged students, requiring the purchase of more mobility equipment to meet their needs.
- The COVID-19 pandemic required a school shutdown in March of 2020. Teachers quickly shifted into a virtual platform which presented many challenges. Many students did not have access to technology (computers or Wi-Fi) at home and were unable to participate virtually. Teachers prepared learning packets for parents to pick up at school and use during the shutdown. IEP meetings were held virtually via Zoom or Google Meet. Teachers participated in many trainings to quickly learn virtual teaching platforms and developed contingency plans for each student on their caseload.

- The 2020-2021 school year looks drastically different due to COVID-19 restrictions. All staff must wear medical face mask as well as face shields while attempting to maintain a safe distance of six feet between students. Many other modifications have also been made; hallways are now one-way, temperature screenings before entry for all staff, limited seating in cafeteria, no in-person school assemblies, no outside visitors, and no field trips or Community Based Instruction (CBI) trips. The 2021-22 school year has continued to be impacted by COVD. Teachers and staff are required to wear face coverings when working with students.

Significant Awards, Results, and Accomplishments

- The Adaptive Environmental Science Department received several awards and grants during the 2018-2019 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 during both the 2018-2019, 2019-2020, 2020-2021 and 2021-2022 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 both the 2018-2019 and 2019-2020 school years.
- Washington Center participated in the "Playmaker" basketball initiative for the Women's SEC tournament in 2018-2019 and 2019-2020 school years.
- Students and staff continue to enjoy the ADA compliant Nature Trail completed in 2019 that 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 during the 2018-2019 school year.
- During the 2019-2020 school year, a Bitty & Beau's Coffee Cart was purchased for Washington Center students to practice vocational skills by making and selling coffee to staff. Despite COVID-19 restrictions, the coffee cart has been able to operate in a social distanced manner.
- Mr. Robert Poole, paraprofessional, was inducted into Travelers Rest High School Hall of Fame in January 2020 for his accomplishments in basketball as well as being the first African-American to start for the varsity basketball team.

- The Giving Tree Committee arranged for 113 students to receive holiday gifts through donations from community members in December 2019, 103 students in December of 2020 and 119 students in December 2021.
- Chrome books were offered to each student in order to participate in virtual or e-learning from home in the event of a school closure.
- In August 2020, Washington Center opened for in-person learning 4 days a week (with e-learning on Friday) when other schools in the district were providing in-person learning one-to-two days a week. Teachers and staff implemented numerous social distancing and health measures to abide by CDC guidelines in order to open safely. In October 2020, Washington Center opened for 5 days a week.

WASHINGTON CENTER SCHOOL PROFILE

Overview

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 119 students who require specialized instruction as a result of severe intellectual disabilities. Many students also have other disabilities. Recommendations for placement and instruction 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 individual students.

Washington Center has 27 certified teachers (17 classroom, 4 homebound, 1 behavior specialist and 5 related arts), 8 therapists, 38 paraprofessionals, 6 health coordinators, which include health coordinators, which includes 5 nurses and one orderly. Related arts teachers, including music, art, and PE, who also teach one day a week at Welcome Elementary School. Occupational, speech and physical therapists have work schedules that include time on other campuses, too. 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 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

District Special Education Support

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

Mrs. 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

Mrs. Teshia Hair - *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). The role of the committee is to advise and provide input to the administration regarding a variety of school matters.

Carrie Cruce- *Speech-Language Pathologist*

Kristin Kennedy- *Classroom Teacher*

Kim Poole- *Classroom Teacher*

Balinda Renault- *Lead Nurse*

Makeyta Scott- *Paraprofessional*

Terri Sumrell- *Paraprofessional*

Drew Toney- *Related Arts Teacher, PE*

Erin Wells- *Classroom Teacher*

School Improvement Committee (SIC)

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.

Ex-Officio – Teshia Hair, Emily Cook, Melissa Brothers, Amy Garbe (SIC Secretary)

Community Members –Lara Ceisel, Robin Blackwood, Dee Malone, Linda Hill

Parents –Jessica Glenny, Kristi Kingren. Colleen Salling, Jessica Donnahoo

Teachers –Erin Wells, Nardia Lloyd (SIC Chair), Kristin Kennedy, Virginia Cook

School Personnel

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

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.

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.

Number of Years Experience	Certified Staff	Percent
0-5 years	4	13.3 %
6-10 years	5	16.7 %
11-15 years	10	33.3 %
16-20 years	7	23.3 %
21-25 years	2	6.7 %
26 + years	2	6.7 %

Degree Level	Certified Staff	Percent
Bachelors	6	20 %
Bachelors + 18	2	6.7 %
Masters	14	46.7 %
Masters + 30	8	26.7 %
PHD	0	0 %

School Year	Staff Attendance Rate
2019-2020	99%
2020-2021	98%
2021-2022	96%

Facilities and Services

Occupational Therapy (OT) is provided by two registered and licensed occupational therapists (OTR) and one registered occupational therapy assistant. 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. 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 continued to update the program yearly to include more video resources and activities for additional reinforcement. They aligned the core words with the ULS themes for the 2021-2022 school year and trained staff on Engagement Through PLAY with core words and toys.

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 **Sensory Exploration Classroom** is offered to all Washington Center students. Instruction during this class period focusing 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: 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 of teachers and therapists to discuss and develop ideas and to choose appropriate sensory materials to incorporate into the new panels.

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. However, due to safety concerns related to COVID-19, all Seagull Grill activities have been postponed. In previous years, 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, sandboxes, 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.

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, P.E. activities, and the annual *Run, 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 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, & Roll*, is held annually in the spring. Since 2016, with the addition of a 5k race, the event has realized an increased potential for fundraising 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 2021-2022 year are:

- Parent volunteer pool
- Leases paid for teacher workroom copier and office copier
- Appreciation luncheons for staff
- Lunch sales for staff: third week of each month
- PTA meetings: first Thursday of each month
- Family Night: canceled due to safety concerns related to COVID-19
- Cherrydale Farms Fundraiser
- Annual holiday campus decorating in December and Staff Luncheon
- *Run, Walk, & Roll (Ball Roll)*: modified plan due to COVID-19, April 30, 2022
- Alumni/Craft Day: modified due to COVID-19
- Teacher Appreciation: Week of May 2022
- Support for Nature Trail
- Help with Office Supplies
- Funding for Nature Trail construction through the engraved brick sale - 2019

PTA Family Night

Washington Center's PTA-sponsored Family Night, scheduled to be held in the fall of 2020 and 2021, was canceled due to concerns related to COVID-19. However, the family night committee compiled a list of service providers with contact information and sent copies to the families of each student. Traditionally on Family Night, Washington Center families enjoy a free dinner provided by the PTA and served by volunteers from the Klaver Klub. They are then able to walk through the halls to see student artwork, purchase items at the book fair, visit with community service providers, and visit with

Santa. Contact information for the following eighteen agencies was sent home with each student: ABLE South Carolina, Greenville Active Day, SC Assistive Tech Program, Autism Society, Bright Start Case Management, Camp Spearhead, Camp Sunshine, Capital Health Services, Center for Developmental Services, Charles Lea Center, Family Connections, Prisma Health-Upstate Children's Hospital, Pediatric Supportive Care, Greenville CAN, Mauldin Miracle League, Protection and Advocacy, Shriners Hospital, THRIVE Upstate, and Whitten Center.

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 assist with a variety of volunteer and fundraising efforts; however, COVID-19 regulations currently restrict visitors and parent in-person visits on campus.

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, *Lunch and Learn* family training sessions, and the *Run, 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, *Run, Walk, & Roll*, Community Day, 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. Due to safety concerns related to COVID-19, parents have been encouraged to participate in non-traditional ways during the 2020-2021 and 2021-2022 school year. Resources for Family Night were sent home with students, and the Run, Walk, and Roll fundraiser has been modified to meet the changing COVID-19 guidelines and protocols. Although on-campus events have been canceled for the fall, parents and teachers have worked closely with each other through learning opportunities and regular communication. Plans for upcoming spring activities will be evaluated on a case-by-case basis, and all safety precautions will be observed.

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. Due to the restrictions implemented during COVID-19, no volunteers have been admitted during the 2021-2022 school year. This policy is continually evaluated as protocols and guidelines change.

Recent and past partnerships: (* 2021-2022 school year)

- Local Knights of Columbus groups: donations for instructional materials, equipment, student activities, and professional development, drums for music class *
- 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
- Klaver Klub (middle school girls' service organization): Donations to *Run, Walk & Roll*, Giving Tree gifts for students, assistance during Family Night and *Run, Walk & Roll,* Spring East Egg Hunt *
- Christ Church School: Reading Buddies and volunteers for various school activities, Valentine Cards for students *
- Furman Heller Service Corps: Christmas gifts and volunteers for Spring Events *
- 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
- 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 *
- Bob Jones University
- Creamer Landscaping and Grading, Inc.
- Eastside High School
- Furman University
- GE Volunteers
- Greenville City Recreation Department
- Greenville Health System
- Greenville Symphony's EdReach Program
- Greenville Tech
- 4-H Organization
- Lee H. Skolnick Architecture
- McLeod Landscape Architects
- Riverside High School
- Sara Collins Elementary School
- Shannon Forest Christian
- School South Carolina Children's Theater
- South Carolina Governor's School for the Arts
- St. Joseph's High School
- St. Mary's Catholic School
- 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 the PTA Family Night section for a list of these support groups and safety precautions taken due to COVID-19.

Washington Center Students

Disability Area	2019-2020	2020-2021	2021-2022
ID Severe	49	10	9
ID Moderate	16	6	8
Autism	43	22	14
Hard of Hearing	3	0	0
Visually Impaired	10	1	1
Multiple Disabilities	2	83	78
Other Health Impairment	0	0	6
Developmental Delay	0	0	1
ID Mild	1	1	1
TBI	0	0	1

The majority of Washington Center students are classified as having Multiple Disabilities, which includes Developmentally Delays, Intellectual Disabilities, Speech for the 2021-2022 school year.

Related Services	2019-2020	2020-2021	2021-2022
Hearing	-	-	13
Vision	-	-	40
O & M	-	-	3
OT	73	84	94
PT	80	79	85
Speech Language	128	128	110

The preceding chart indicates the number of students receiving related services for the 2021-2022 school year. Related services include Speech Therapy, Occupational Therapy, Physical Therapy, Hearing Services, Vision Services, and Orientation and Mobility.

Homebound Students		
2019-2020	2020-2021	2021-2022
25	28	27

The previous chart illustrates the number of students receiving Homebound and Home-based services for the 2021-2022 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 Student Enrollment		
2019-2020	2020-2021	2021-2022
131	128	119

Currently, 119 students are enrolled at Washington Center for 2021-2022.

Student Enrollment By Grade			
	2019-2020	2020-2021	2021-2022
PK-5K	11	12	14
1st-3rd	14	20	23
4th-8th	34	28	26
9th-12th	72	68	56

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 2021-2022		
	Number of Students	Percentage
African American	30	25 %
Caucasian	59	50 %
Hispanic	27	23 %
Asian	2	1.7 %
Two of More	1	.8 %

The previous chart depicts student enrollment by ethnicity for the 2021-2022 school year.

Washington Center Students By Gender		
	Male	Female
2019-2020	84	47
2020-2021	82	46
2021-2022	75	44

The chart above shows student gender for the past three school years.

Attendance and Mobility

Washington Center Average Attendance	
	Attendance Rate
2019-2020	89 %
2020-2021	88 %
2021-2022	93 %

The chart above depicts Washington Center student attendance rates for the past three school years.

Lunch Status

Currently, all students at Washington Center and throughout GCSD receive free lunches and breakfasts through the 2021-2022 school year due to the USDA waiver implemented because of the COVID-19 pandemic. Students are not categorized at this time due to the USDA waiver. No students are being charged for any meals during the 2021-2022 school year.

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, Attainment curriculum and additional supplemental curriculums 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 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.

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 to accompany the word so the teachers can provide classroom instruction and offer multiple opportunities to use these core words. Communication through our Core Vocabulary has been designated as our annual SLO goal for the 2020-2021 school year.

Team Instruction is an approach used throughout the 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 all students, especially 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 essential for social and academic development. Based on DHEC, CDC, and District guidelines, all outside visitors and community based experiences are suspended due to COVID 19 during the 2020-2021 and 2021-2022 school year.

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 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.

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, 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 2020-2021 State School Report Card data provides additional information about Washington Center:
https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTkwMg

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 and that small increments of improvement deserve recognition and celebration. 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 and utilization of the Unique Learning System, Attainment Curriculum, and Read It Once Again 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 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 RESULTS: INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Each Washington Center student has an Individualized Education Program (IEP) which is reviewed every nine weeks unless otherwise determined by the IEP team to review 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/or 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. Progress reports based on IEP goal progress are reported quarterly. Annual Review meetings update IEP goals yearly with Re-Evaluation Meetings held every three years. Teachers take data based on IEP goals progress daily.

Percent of Students Meeting 100% IEP Mastery	
2018-2019	94 %
2019-2020	89 %
2020-2021	100 %

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; therefore, the information in the graphs reflects data from the IEP ending within the listed school year. During the 2020-2021 school year, 100% of students mastered their IEP goals.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT RESULTS: 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 2020-2021 annual assessment. Due to COVD, assessments were not given in 2019-2020.

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/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTkwMg

In 2020-2021, Washington Center students scored a combined average scaled score of 477 on the ELA/English SC-Alt assessment. This score reflects all student scores from grades 3-9.

SC Alt ELA/English Scaled Score Average	
2018-2019	519
2020-2021	477

In 2020-2021, Washington Center students scored a combined average scaled score of 475 on the Math/Algebra SC-Alt assessment. Students in grades 3-9 participate in Math assessments.

SC Alt Math/Algebra Scaled Score Average	
2018-2019	519
2020-2021	475

The following graphs show the Washington Center's average scaled scores for the SC-Alt assessment in Science/Biology and Social Studies/US History for two years. Assessments were not given during the 2019-2020 school year due to COVID.

SC Alt Science/Biology Scaled Score Average	
2018-2019	513
2020-2021	542

Washington Center students' combined scaled scores for Science/Biology averaged 542 for the 2020-2021 SC-Alt Assessment. High school students in tenth grade participate in this assessment.

SC Alt US History Scaled Score Average	
2018-2019	533
2020-2021	518

Washington Center's combined student scaled scores for combined Social Studies/US History averaged 518 for the 2020-2021 SC-Alt Assessment. This score reflects student scores from grade 11.

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' 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. Currently, there are a few district-sponsored workshops that relate directly to work with students with low incidence disabilities; however, virtual technology training, the annual technology conference, Summer

Academy and Special Education Service trainings provide consistent professional development opportunities.

Washington Center's Leadership Team is composed of representatives from various staff groups (teachers, nurses, related arts personnel, Para-educators, and therapists). The role of the committee is to advise and provide input to administration regarding a variety of school matters. Leadership Team meetings are held monthly during the school year.

In-school workshops and Professional Learning Community (PLC's) that are more specific to Washington Center students is developed internally, and in the 2021-2022 school year has targeted the following: Language of PLAY, Engagement with Games, Engaging ELA Lessons, DDNS, ReThink ED and SEL, ULS trainings, Supplemental Curriculums, Classroom Behavior Strategies, Data Analysis, Reaching for Our Goals, 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, ACES training, and SLO goals (Engaging in Literacy).

Washington Center

Professional Development
Fall Semester Schedule 2021-2022

	Monday	Tuesday	Wednesday	Thursday	Friday
1st week of the month			All staff PD		
2nd week of the month		Cohort 3 12:30	A Hall 9:35 Homebound 1:15	B Hall 8:45 Cohort 2 11:15	Related Arts 8:15 Cohort 1 10:25
3rd week of the month			Staff Meeting		
4th week of the month		Cohort 3 12:30	A Hall 9:35 Homebound 1:15	B Hall 8:45 Cohort 2 11:15	Related Arts 8:15 Cohort 1 10:25

<u>September</u>
SEL - Rethink ED
Supplemental Curriculums
ULS profiles & benchmarks

<u>October</u>
DDSN
ULS in the classroom/lesson plans
Trauma Informed Training (10/19)
SEL- Rethink Ed Part 2

<u>November</u>
Language of Play
ULS, lesson plans
IEPs and assessments
Video Modeling

<u>December</u>
Goalbook
Goal/Assessment alignment in Goalbook

<u>Small Groups</u>:
A Hall: Benton, Kennedy, Poole, Williams
B Hall: Cook, Ensley, Garbe, Glass, Lloyd
Cohort 1: Cater, Wilson, Yarbro
Cohort 2: Beck, Robison
Cohort 3: Grose, Jeffers, Wells
Homebound: Ashmore, Papet, Piper, Riley
Related Arts: Ashworth, Dail, Tillman, Toney, Wakely

<u>Snack & Chat</u>:
Sept. 30th
Nov. 3rd

Washington Center
Professional Development
Spring Semester Schedule 2021-2022

	Monday	Tuesday	Wednesday	Thursday	Friday
1st week of the month			All staff PD		
2nd week of the month		Cohort 3 12:30	A Hall 9:35 Homebound 1:15	B Hall 8:45 Cohort 2 11:15	Related Arts 8:15 Cohort 1 10:25
3rd week of the month			Staff Meeting		
4th week of the month		Cohort 3 12:30	A Hall 9:35 Homebound 1:15	B Hall 8:45 Cohort 2 11:15	Related Arts 8:15 Cohort 1 10:25

<u>January</u>
SLO, Progress Notes, IEPs
Small groups with aides

<u>February</u>
I CAN
SLO data
ULS pre/post

<u>March</u>
Class Lists
IEP data
Assessments

<u>April</u>
Multi-disciplinary Accommodations
Classroom Libraries
Small groups with aides

<u>Small Groups:</u>
A Hall: Benton, Kennedy, Poole, Williams
B Hall: Cook, Ensley, Garbe, Glass, Lloyd
Cohort 1: Cater, Wilson, Yarbro
Cohort 2: Beck, Robison
Cohort 3: Grose, Jeffers, Wells
Homebound: Ashmore, Papet, Piper, Riley
Related Arts: Ashworth, Dail, Tillman, Toney, Wakely

<u>Snack & Chat:</u>
Jan. 13
March TBD
May TBD

<u>May</u>
May the 4th be with you!!
Look out for some FUN!

SCHOOL CLIMATE NEEDS ASSESSMENT

School Environment Supportive of Learning Involving the Community

Note that this section reflects the school activities, initiatives and policies prior to COVID restrictions. COVID guidelines prohibited volunteers, parent activities, visitors and off campus trips. Events such as the Run, Walk, Roll, Halloween and the Valentine Dance have been modified for the 20201-2022 school year.

Traditionally, 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, families, and the community. Service group volunteers include students from Sara Collins Elementary School, Christ Church Episcopal Middle and High Schools, Riverside High School, Klaver Klubs, Furman University, high school teacher cadet programs, Greenville Hospital residents, and Greenville Technical College. 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. 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. Due to COVID restrictions during the 2020-2021 school year, events have been modified for student and staff safety or postponed until a later date. The following descriptions entail a typical year without COVID restrictions.

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 December 2019 Family Night hosted fifteen groups or agencies including ABLE South Carolina, Assistive Technology Project, Autism Society, Bright Start, Camp Spearhead, Camp Sunshine, Capital Health Services, Center for Developmental Services, Charles Lea Center, Elite Home Care & Day Center, Family Connections, GHS Supportive Care Team, Greenville CAN, Hands of Hope, Mauldin Miracle League, Protection and Advocacy, Shriners Hospital, THRIVE Upstate, and Whitten Center. In 2020 instead of holding an on-campus event, an agency contact list was sent home to families.

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, summer camp opportunities, and dealing with stress and loss. Additionally, each year the 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.

Each year Washington Center provides practicum and student-teaching experiences for students from Greenville Tech and Furman and Anderson Universities. During their time at Washington Center, participants learn job-specific skills while observing and interacting with students and staff. These placements have continued during the COVID restriction year, with five college students supervised by Washington Center teachers.

Christ Church Episcopal School 8th grade students, as part of a service-learning project, serve as Reading Buddies for students at Washington Center. The Reading Buddies come weekly from November through April to read with students and use augmentative communication devices to read books and facilitate communication. These 8th graders also

serve as peer helpers during Washington Center's Boo in the School, Santa Visit, Craft Day event, and assist during various special school events.

The Klaver Klub community service groups from Beck and Hughes Middle schools, also support Washington Center. They also help with the PTA sponsored 5K Run, Walk, & Roll and assist 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 our 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 in treats for Teacher Appreciation Week and Boo in the School, by raising money for special projects, by joining PTA, by buying/selling Cherrydale Farms items, by sponsoring and recruiting donors for the 5K Run, Walk, & Roll, and by attending special events such Family Night, Thanksgiving Lunch and the Valentine Dance. Virtual PTA meetings were held during the 2020-21 school year.

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 The Greenville Theatre on Tour acting groups, Synergy Twin – Stephen Neil, DRUM Percussion Studio, Artists in Residence, St. Mary's Catholic School Show Choir, Band and Orchestra, and the Woodmont Middle School Band.

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 community charity.

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. Classes practice skills in community locations such as grocery stores, recreational facilities, shopping malls, and restaurants. COVID guidelines prohibited off campus trips. Online virtual trips and speakers provided a source for community learning during the 2020-21 restrictions.

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 method to allow students to experience learning activities online. Virtual field trips are accessible for all students and are supported by our state standards and curriculum and provide an opportunity to experience off campus environments during COVID restrictions.

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.

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. Additionally, they communicate 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 updates staff each weekend through emails and sends a Messenger alert to parents for notifications. "Parent Backpack" is a district initiative to provide direct school contact with parents/guardians and provides PowerSchool linked information for teachers. This allows parents to view grades, lunch balances, change contact information, or any other updates. The Backpack program can deliver important

alerts directly to the parents' phone or email. During the COVID school closures, google classroom lessons provided a source for instruction as well as virtual face-to-face contact with families.

Washington Center's Facebook site 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 the Washington Center provides support for families through home visits, referrals to local agencies, and ongoing communication with school personnel.

State Report Card Survey Results

https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTkwMg

From the state website: *Note on missing data: On March 26, 2021, the U.S. Department of Education waived federal accountability requirements and granted flexibility in administering assessments due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.*

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 scaled 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 scaled score average in ELA and English as measured by the SC Alt based on the previous year's school-wide average.

	AVERAGE BASELINE Revised 2019		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE: SC-Alt Scaled Scores for ELA and English	Baseline revised due to 2019 SCDE Scaled Score Reconfiguration: **519**	**School Projected**	**Baseline Revised**	**522**	**522**		
		School Actual	**519**	**(2020 testing waived due to COVID)**	**477**		

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 and 11 will increase 3 points yearly on school-wide average scaled 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 scaled score average in Mathematics as measured by the SC Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE: SC Alt Scaled Scores for Math and Algebra	Baseline revised due to 2019 SCDE Scaled Score Reconfiguration: **521**	**School Projected**	**Revised Baseline**	**524**	**524**		
		School Actual	**521**	**(2020 testing waived due to COVID)**	**475**		

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 scaled 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 scaled score average in Science and Biology as measured by SC-Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE: SC-Alt Scaled Scores for Science and Biology	(2017-18 Science and Biology Scaled Score Average) **522**	**School Projected**	**525**	**516**	**516**		
		School Actual	**513**	**(2020 testing waived due to COVID)**	**542**		

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 designated tested grades 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 scaled score average in Social Studies and US History as measured by the SC-Alt based on the previous year's school-wide average.

	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE: SC-Alt Scaled Scores for Social Studies and US History	(2017-18 Social Studies and US History Scaled Score Average) **469**	**School Projected**	**472**	**536**	**536**		
		School Actual	**533**	**(2020 testing waived due to COVID)**	**518**		

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.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE: End of IEP Goal Mastery	(2017-18 IEP Goal Mastery Average) **94.3%**	**School Projected**	**80%**	**80%**	**80%**		
		School Actual	**94%**	**87.52%**	**100%**		

ACTION PLAN FOR STRATEGY #1: Achieve a 3 point yearly increase in ELA and English SC-Alt scaled scores.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of standards-based instruction in ELA at least one day per day	Daily: 8/19-3/2022	Classroom Teacher	N/A	N/A	SLO documentation - Engagement in Literacy Lesson Plan listings Observation summaries

					Student Centered Coaching
2. Teachers will plan collaboratively through their PLC meetings and training to enhance ELA instructional skills.	8/29/18- 3/2022	Administration Teachers	NA	NA	Agenda and Portal registration for PLCs/training Implementation noted in Lesson Plans & Observations Student Centered Coaching
3. Training and instruction in Core and Fringe Vocabulary daily	8/18-3/2022	Speech Therapists Administration Teachers - including Related Arts	NA	NA	Training roster Lesson plans Speech Therapy documentation Observation summaries Student Centered Coaching
4. Provide curriculum resources and workshops: Literacy, Unique, Attainment, Prioritized Support Guides, Sensory Learning Kit, Environmental Print	8/19-3/2022	Administration Classroom Teachers	NA for school	GCSD	Agenda and Portal registration for PLC trainings Implementation noted in Lesson Plans & Observations Peer training Student Centered Coaching

ACTION PLAN FOR STRATEGY #2: Achieve a 3 point yearly increase in Math and Algebra SC-Alt scaled scores.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of standards-based instruction in Math at least one day per week (18-21), per day (21-22)	8/18 - 3/2022	Classroom Teachers	N/A	N/A	SLO documentation Lesson Plan listings Observation summaries Student Centered Coaching
2. Teachers will plan collaboratively through their PLC meetings and observations to enhance Math instructional skills.	8/29/18- 3/2022	Administration Classroom teachers	NA	NA	Agenda and Portal registration for PLCs Implementation noted in Lesson Plans & Observations Student Centered Coaching
3. Provide technology to enhance math instruction	9/18 – 6/21	Principal/ Technology Specialist	NA to school	GCS Donors Choose	List of devices and apps Technology workshop

ACTION PLAN FOR STRATEGY #3: Achieve a 3 point yearly increase in Science and Biology SC-Alt scaled scores.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of standards-based instruction in Science	8/18 – 3/2022	Teachers	N/A	N/A	SLO documentation Lesson Plan listings Observation summaries Student Centered Coaching
2. Teachers will plan collaboratively through observations and PLC meetings to enhance Science instructional skills.	8/29/18- 3/2022	Administration Classroom Teachers	NA	NA	Agenda and Portal registration for PLCs Implementation noted in Lesson Plans & Observations Student Centered Coaching
3. Create Science manipulative object bank	8/18 – 6/21	Instructional Coach & Science Teacher	$690.11 $545.00 (2019-20 $187.74 (2020-21) $520.00 (2021-22)	District Funds	Catalog and use of materials

4. Establish Science Resource folder in Washington Center Google Drive	9/18 – 6/21	Instructional Coach, Classroom teachers, Science Teacher	NA	NA	Science Resource folder contributions
5. Creation of 4H Club	1/19-3/20	Science Teacher	$10 per student per year	Donor's Choose AES Classroom Funds	4H Summary Form Implementation noted in Lesson Plans & Observation News Stories
6. Creation of Seagull Sustainability Market	9/18-2/20	Science Teacher	Varies by Project	Donor's Choose AES Classroom Funds	Implementation noted in Lesson Plans & Observations News Stories and Social Media Page

ACTION PLAN FOR STRATEGY #4: Achieve a 3 point yearly increase in Social Studies and US History SC-Alt scaled scores.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of standards-based instruction in Social Studies	8/18 – 3/2022	Teachers	N/A	N/A	SLO documentation Lesson Plan listings Observation summaries
2. Teachers will plan collaboratively through observations and PLC meetings to enhance Social Studies instructional skills.	8/29/18- 3/2022	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 Social Studies eLearning lessons, recommended CBI destinations, Virtual Field trips, Community Resources	8/18 – 6/21	Instructional Coach	NA	NA	Resource folder contributions Virtual Field Trip use reflected in lesson plans CBI objectives
ACTION PLAN FOR STRATEGY #5: Achieve 100% mastery of IEP goals as measured by end of IEP combined data averages by 80% of students.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Monitor IEP goal progress on a weekly basis.	8/20/18-3/2022	IEP Case Manager	NA	NA	SLO updates Progress/Interim Reports IEP Daily Documentation
2. Meet quarterly- teachers & therapists- to analyze goal progress	10/18 – 3/2022	IEP Case Manager	NA	NA	Progress Reports Log of Quarterly Meetings
4. Amend non-achievable goals	10/18-3/2022	IEP Case Manager	NA	NA	Record of Meetings
5. Analyze data in PLC meeting to adjust goals and plans as needed	21-22	Program Facilitator/ IC/Principal	NA	NA	Agenda and follow-up activities

6. Monitor early education IEP progress and appropriateness monthly	1/19/21- 3/2022	Program Facilitator/ IEP Case Manager	NA	NA	Monthly data collection Log of amendments/ revisions
7. Increase student vocabulary skills through CORE vocabulary SLO requirements	8/24/20-6/4/21	SLP Admin	NA	NA	Rosters of Professional Development scheduling and attendance SLO data collection and teacher summary forms
8. SLO focus to engage students in literacy activities	2021-2022	Classroom teachers	N/A	N/A	ULS rubric for engagement during book reading Trainings by SLP and others Student Centered Coaching

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

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

- Maintaining high standards of teacher professionalism

INTERIM PERFORMANCE GOAL:

- **Annually 100% of teachers will score Proficient (Level 3) or above** (75%-89% of students demonstrated progress) **according to SLO goal achievement data.**

	AVERAGE BASELINE		**2018–19 (criteria revised)**	**2019–20 (new criteria)**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE(s): **Teacher SLO Summaries**	2019-20 Revised Baseline based on updated district SLO criteria 2020-21 Revised target for SLO: CORE vocabulary instruction	**School Projected**	**100%**	100%	100%		
		School Actual	**94.27%**	**(SLO suspended due to COVID Closure)**	**100%**		

ACTION PLAN FOR STRATEGY: Maintain high standards of teacher professionalism through 100% of teachers scoring Proficient (Level 3) or above according to SLO goals.					**EVALUATION**
ACTIVITY Professional Development	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Presentation & participation in PLC training and implementation of SLO Instructional strategies (i.e. engagement in literacy)	2021-2022	Administration Speech Therapists Classroom teachers	NA	NA	Agendas, Follow-up discussions, Common Planning & on-line training, Implementation through lesson plans and observations
2. Achievement of SLO Professionalism Teacher Goal	8/18-6/20	Teachers/ Principal	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	6/18-3/2022	Teachers	NA	NA	SLO documentation
4. Maintain professional communication with parents and staff.	8/18-ongoing	Classroom Teachers	NA	NA	Log of monthly communications with parents and weekly communication meetings with classroom staff. Teachers share paraprofessional expectations at the beginning of the year and as needed.

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 according to results from 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 was one Washington Center student expulsion during the 2017-21 school years

INTERIM PERFORMANCE GOAL: Annually 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

	AVERAGE BASELINE (2017-18)		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE: SDE School Report Card Survey	100% of responses	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers	**90.9% (N=22)**	**(Survey not distributed due to COVID shutdown)**	**N/A due to COVID**		
	100% of responses	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Parents	**100% (N=3)**	**(Survey not distributed due to COVID shutdown)**	**N/A due to COVID**		

ACTION PLAN FOR STRATEGY #1: Establish and carry out plans for internal security for On-Campus Safety.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of cameras to record activities in instructional areas	8/20/18-ongoing	Principal, Plant Engineer, GCS	No cost to school	GCS	Recordings
2. Alarms to alert door opening	8/20/18- ongoing	Principal, Plant Engineer, GCS	District funded	GSC	Record of installations & student incidents
3. Safety Training PowerPoint and Active Shooter Training for staff	8/13/18-ongoing	Principal, Safety Administrator	No cost to school	(NA)	Agenda
4. On-campus safety rule review, PowerPoint discussion, with staff	8/13/18, 8/13/19, 8/20 - ongoing Staff meeting updates	Nurses, OT, PT, Safety administrator	No cost to school	(NA)	Agenda

ACTION PLAN FOR STRATEGY #2: Establish and carry out a plan for Staff Safety					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Training from Nurses, PT & OT for student needs at school orientation & ongoing throughout the school year, as needed	8/18-6/21 - ongoing	Principal	No cost	(NA)	Checklist of skills completed
2. Staff CPR certification	2018-ongoing	School Nurses/ GCS	No cost	(NA)	Certificates of completion
3. Staff CPI training and Refresher	8/14/18, 8/14/19, Virtual 8/20, onoing	GCS	No cost	(NA)	Roster of completion
4. Safe School Training (including 6 additional school required courses)	9/14/18, 9/16/19, 9/15/20, ongoing	Safety Administrator	No cost	(NA)	Roster of completion
5. Kevlar sleeves for arm injury protection due to student bites, scratches	8/18-6/21	Principal and Safety Administrator	$50.00 and district funds	Student Funds and GCS	List of disbursement to classes
6. Availability of back braces for staff	8/18-6/21 - ongoing	Safety Administrator	No current cost to school. Back braces were previously purchased.	NA	Sign-Out Sheet
7. Proper Lifting Techniques and Equipment Safety Training	8/19, 8/21 - ongoing	Physical Therapists	No Cost	No Cost	Roster of completion

8. COVID Guidelines	8/20- ongoing,	Administration and Health Services	Provided by Federal and State funds, CARES Act	Provided by Federal and State funds	Distribution and use of PPE, CDC guideline updates to staff

ACTION PLAN FOR STRATEGY #3: Carry out a plan for Student Safety.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Community Day – Onsite instruction for students & staff in community & emergency services	5/19, canceled due to COVD 2021, 2022	Community Day Committee	$20.44	Local Funds	Community Day schedule
2. CBI procedures including parent notification /signatures for trips, nursing supervision/ medication.	9/18-5/20, concealed due to COVID, 2121, 2022	Classroom teacher	NA	NA	Roster & Calendar completion with required signatures
3. Communication between teachers/ nurses/ administration/ parents regarding injury, illness	8/18- ongoing	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- ongoing	Classroom teacher, Nurse Staff Bus Staff	NA	NA	Medication checklist records Daily signatures on Diastat Bus Protocol Forms

5. Fire, Tornado, Lockout/ Lockdown drills as required by district	8/18-ongoing	Principal	NA	NA	Log of times/dates drills conducted
6. Kevlar sleeves for staff to protect students from blood exposure	8/18-ongoing	Principal and Safety Administrator	$50.00 and district funds	Student Funds and GCS	List of disbursement to classes
7. Availability of back braces for staff	8/18-ongoing	Safety Administrator	No current cost to school. Back braces were previously purchased.	NA	Sign-Out Sheet
9. Proper Lifting Techniques and Equipment Safety Training	8/19, 8/20, ongoing	Physical Therapists	No Cost	No Cost	Roster of completion
10. First Responders Team Training and Mock-Drills	8/18-ongoing	Health and Sp Ed Services	No Cost	No Cost	Roster of completion
11. CPI's Nonviolent Crisis Intervention Training for All Staff	8/19 - ongoing	Principal, Instructional Coach	No Cost	No Cost	Roster of completion
12. COVID Guidelines	8/20- ongoing	Administration and Health Services	Provided by Federal and State funds, CARES Act	Provided by Federal and State funds	Distribution and use of PPE, CDC guideline updates to staff