Welcome Elementary School

Donna Ketron, Principal

Greenville County School District

Dr. Burke Royster, Superintendent

2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Welcome Elementary School

GREENVILLE COUNTY SCHOOL DISTRICT

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	**3/23/2016**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dawn Johnson		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Donna Ketron		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Bobbie Jo Bright		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 36 E. Welcome Road, Greenville, SC 29611

SCHOOL'S TELEPHONE: (864)355-3900

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

	POSITION	***NAME***
1.	PRINCIPAL	Donna Ketron
2.	TEACHER	Elizabeth Cameron
3.	PARENT/GUARDIAN	Heather Cantrell
4.	COMMUNITY MEMBER	Cindy Cantrell
5.	SCHOOL IMPROVEMENT COUNCIL	Dawn Johnson
6.	Read to Succeed Reading Coach:	Danica Boster
7.	School Read to Succeed Literacy Leadership Team Lead:	Bobbie Jo Bright

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

   ** Must include the School Read to Succeed Literacy Leadership Team.

Position	Name
Assistant Principal	Kristy Qualls
Instructional Coach	Bobbie Jo Bright
Title I Facilitator	Fallon Finley-Swafford
Kindergarten Teacher	Michelle Doyle
First Grade	Julie Burnette
Second Grade	Amy McGreevy
Third Grade	Elizabeth Cameron
Fourth Grade, Literacy Mentor	Catie Hancock
Fifth Grade	Sarah Palandech
RtI/SPED	Anna Keith
Literacy Mentor	Lauren Gulledge
Literacy Specialist	Danica Boster
Media Specialist	Felicia Pace

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

__X__ Academic Assistance, PreK–3

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

__X__ 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).

__X__ Parent Involvement

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X__ 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*.

__X__ Technology

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

__X__ Innovation

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

__X__ **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__ **Developmental Screening**

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

__X__ **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

__X__ **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

__X__ **Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X__ **Recruitment**

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

within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X__ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

The vision of Welcome is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

This plan is an evolving document that describes Welcome Elementary. It includes evidence of our work, and describes who we are, our vision for our school, goals, plans, achievements, and progress in the context of student demographics and needs. School partnerships are also described. The strategic plan also shows how we build and utilize our overall school plan for the purpose of increasing student academic success- our ultimate goal.

Stakeholders collaborated to create the strategic plan for school improvement. Members of the Leadership Team are central to the success of our self-study process. The role of this team is to provide an organizational plan, and provide guidance in the study process. This committee meets monthly and serves as a body from all instructional areas that serves the school in decision-making processes. All stakeholders, including the staff, PTA, and School Improvement Council have roles and responsibilities. Representatives from these groups serve as valuable resources and provide essential support and input during the self-study process. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests, and experience of our school community. Stakeholder input is sought-after and continues to be incorporated into our self-study.

Administrative Team

Responsibilities include meeting weekly to discuss curriculum, instruction, achievement, and school updates.

Member	Position
Donna Ketron	Principal
Kristy Qualls	Assistant Principal
Bobbie Jo Bright	Instructional Coach
Fallon Finley-Swafford	Title I Facilitator

Leadership Team

Responsibilities include meeting monthly as a whole group and weekly with grade level teams to discuss instructional planning and curriculum, school goals, data, and any school related topics.

Member	Position
Donna Ketron	Principal
Kristy Qualls	Assistant Principal
Bobbie Jo Bright	Instructional Coach
Fallon Finley-Swafford	Title I Facilitator
Michelle Doyle	Kindergarten
Julie Burnette	First Grade
Amy McGreevy	Second Grade
Elizabeth Cameron	Third Grade
Catie Hancock	Fourth Grade
Sarah Palandech	Fifth Grade
Anna Keith	Response to Intervention/SPED
Sean O'Laughlin	Teacher of the Year/Related Arts

School Improvement Council

Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Member	Position
Donna Ketron	Principal
Kristy Qualls	Assistant Principal
Bobbie Jo Bright	Instructional Coach
Fallon Finley-Swafford	Title I Facilitator
Sean O'Laughlin	Teacher of the Year
Shankora Powers	Parent
Dawn Johnson	Parent, Chairperson
Chad Lawson	Community Member
Cindy Cantrell	Community Member
Marion Cantrell	Community Member
Janet Harvey	Community Member

School Read to Succeed Literacy Leadership Team

Responsibilities include development of the School Reading Plan through collaboration and an analyzing of our reading data.

Member	Position
Donna Ketron	Principal
Kristy Qualls	Assistant Principal
Bobbie Jo Bright	Instructional Coach
Fallon Finley	Title I Facilitator
Michelle Doyle	Kindergarten
Julie Burnette	First Grade
Amy McGreevy	Second Grade
Elizabeth Cameron	Third Grade
Catie Hancock	Fourth Grade, Literacy Mentor
Sarah Palandech	Fifth Grade
Anna Keith	Response to Intervention/SPED
Lauren Gulledge	Literacy Mentor
Danica Boster	Literacy Specialist
Felicia Pace	Media Specialist

We hope that you will enjoy this look into Welcome Elementary. It is the story of who we are and how we work together to ensure academic success for children as we prepare them to be productive, responsible citizens.

Executive Summary

In the 2014-15 school year, all schools in South Carolina took a new standardized test, ACT Aspire. The baseline data for Welcome was disappointing. English was the strongest subject for our students, with 46.5% of them scoring Exceeding or Ready. In math, 38.4% of students scored Exceeding or Ready, and in reading and writing only 20.5% and 10.1% scored Exceeding or Ready. Performance on science and social studies tests stayed consistent with previous years.

Teacher and Administrator Quality Summary

Welcome Elementary strives to increase teacher and administration quality. The teacher retention rate has remained consistent over the past five years. Teacher attendance dropped from 97%, to 93.4% in the 14-15 school year. The percentage of teachers with advanced degrees has decreased slightly due to the number of first year teachers that have been hired. The teacher retention rate dropped by 3 percentage points.

School Climate Summary

In 2014-15, the number of parents satisfied with the learning environment dropped slightly. Of our fifth grade students and parents, 91% of students and 84% of parents are satisfied with the learning environment. Ninety-three percent of our teachers are satisfied with the learning environment. Parents, students, and teachers seem least satisfied with school-home relations. During the 2015-16 school year, an Open Door policy was instituted. Parent volunteer trainings were held, and the number of parent events increased significantly.

Challenges

In the past five years, the student enrollment at Welcome has grown from 659 students to 756 students. Our building no longer is able to accommodate for the number of students, so two adjoining permanent portables (affectionately referred to as “cottages”) and one stand-alone portable have been installed in the last three years. One of our greatest challenges is in our special education disabled population. The disabled population continues to score significantly below the Annual Measurable Objective. Our Limited English Proficient and Subsidized Meals students scored below the Annual Measurable Objective in all academic areas as well.

Significant Awards and Accomplishments

Welcome Elementary faculty and staff strive to accelerate our students' academically and socially, as well as enhance their learning environment. They have worked hard to acquire a variety of grants to enrich our students' educational experience, as listed below:

- Childers Award for 1st Year Teaching Excellence, Amy McGreevy 2014-15
- Palmetto Silver Award for General Performance 2012, 2015
- Title I Reward School for Performance, 2012-13
- Safe Schools Award 2012-13
- Energy Conservation Award 2012-13
- Belk Charity Day, 2013, 2014, 2016
- Fresh Fruits and Vegetables Snack Grant 2012-2016
- Donor's Choose Grants:
    - Resources for Readers, November 2015
    - Life Long Readers, December 2015
    - Mrs. Funderburg's Classroom Pet, January 2016
    - Wild About Books, January 2016
    - Readers Become Leaders, February 2016
    - Soccer Goals and a Goal!, February 2016
    - Books, Books, and More Books!, March 2016
- Gardening For Good Grant, 2016
- National Park Trust's Kids to Parks Grant, March 2016

School Profile

Welcome Elementary is a Title I school with 756 students in five-year-old Kindergarten through 5th grade. We are ethnically diverse with a student population consisting of 38% African American, 21% Caucasian, 34% Hispanic, and about 6% from two or more races. 100% of our student population is eligible to participate in the free or reduced lunch program. We serve 241 students identified as limited in their English proficiency, and have 112 students identified with learning disabilities and/or receiving speech services. School leadership includes a principal and assistant principal in their first year at Welcome. Our principal does have 34 years in education, with 28 of those being in administration.

Historical Events

Long ago, the area which is now known as Welcome was part of the unexplored foothills in the section of Carolina called "back country." Here the land was marked with tall pines alternating with grassy open spaces. Wild turkeys roamed in plenty, and the cool quiet of the forest was broken only by the soft tread of deer, or the chatter of many small animals. Through the foothills of the up country, ran an eighteen mile ridge. From one side, the water drained off into a river now known as the Reedy. While that on the other side drained off into what we now know as the Saluda. The Indians knew this ridge, and followed it on their journeys northward. The Indian trail along the foothill ridge was learned and used by the first scouts to come into the upcountry. Soon it became worn and marked by travel, until riders and coaches came to depend on it as a highway. One settler, so legend goes, built an inn on this road, and having a white horse of which he was very fond, he named his inn; the *White Horse Inn.* No doubt he rode this white horse many a time up and down this crest, until the passage became known far and wide, as the *White Horse Road*.

In 1909 on the White Horse Road, the population had grown until the need for a school was felt. By this time the community had become known as Welcome, and the school acquired the same name. The building was a two room affair, and served its purpose for only a short time. Some say this first little school burned down. It no longer stands, and pictures of it are yet to be found. In 1946, Welcome was the third largest high school of the Greater Greenville area. The community around the school was beginning to grow and White Horse Road was taking on the aspect of a boulevard. Today our school serves only elementary students from kindergarten through fifth grade. Our building has 72 rooms. These rooms include; classrooms, offices, gym, library, art room, and computer labs.

Community

Facilities

With expansion and renovation, Welcome Elementary School now has 39 regular classrooms with three permanent portables (that we lovingly call "cottages"), regulation-sized gym, art room, music room, science lab, media center, media production room, and computer lab. Inside the office complex is a health room with waiting area, triage, and cots for patients. The cafeteria has two full-service lines and a stage for PTA performances. Welcome Elementary has the following amenities:

- One computer lab
- All classrooms equipped with Promethean Boards
- Media Production Lab for Morning News Program, WETV
- One COW (Computers on Wheels) portable laptop lab to be used by classroom teachers
- Fully-equipped Media Center with mini-lab consisting of 12 desk top student computers, 96" Promethean Board, wireless access
- Leveled reader book room for teacher access
- Full wireless access throughout the building
- iPads with sync cards located in all classrooms; one iPad per student
- Science Lab with lab tables, sinks and microscopes
- Art Room with kiln, double sinks, and studio tables and work stools
- Music room with soundproof tile flooring
- Access to the stage for music productions from the music room
- Cafeteria which doubles as an auditorium for PTA events and other school functions
- Itinerant offices and work rooms for speech, Social Work, Mental Health counselor
- Full health suite includes waiting area, triage, and cots for patients who need to rest
- All kindergarten through fourth grade classrooms are equipped with restrooms inside each room
- State-of –the art security system for school safety
- Call buttons from each classroom to contact the office when needed
- Large playground with equipment, track, and basketball court
- Separate playground area for kindergarten students
- Landscaped courtyard and picnic area used for educational purposes
- Parent Involvement room

Parental Involvement

Welcome Elementary recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement.

Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school. We offer numerous opportunities for students' families to actively participate in their child's education. To facilitate this participation, we provide bilingual services whenever possible. Additionally, we regularly hold informational parent meetings on various topics.

In order to keep parents informed of ongoing events at our school, the school provides:

- Welcome Howl: Principal's monthly newsletter
- Weekly teachers' newsletters to parents
- School website
- Individual teachers' websites
- School marquee
- Student/parent handbook
- Title 1 News: Title I newsletter
- Events on the district website
- Telephones in classrooms
- E-mail
- Parent Portal
- Phone messenger of special news and events
- Parent education/input is offered throughout the school year at various times of the day in the following ways:
    - Meet the Teacher
    - Open House – Book Fair
    - Challenge/Special Education/Speech
    - Holiday Program
    - Title I Parent Meetings
    - Lunch and Learn sessions with the Title I facilitator and guest speakers on various topics
    - Monster Mash math night
    - Family science and writing days
    - Community day
    - Winter wonderland day
    - Winter wonderland PTA
    - Wendy's nights
    - Literacy at the library night
    - Volunteer appreciation week
    - Parent Conferences
    - Parent resource room
    - A Guide to Community Services is available for families to reference
    - PTA General Assembly Meetings
    - Open door policy of all school administrators
    - Grandparents Day
    - Morning with Mom
    - Dad's Count
    - Volunteer orientation

- K5 orientation
- Quarterly awards days
- After School Care Program available

Parents are involved in planning by serving on School Improvement Council, completing surveys, and participating in PTA. Parents assist in a variety of ways, such as fundraising, supporting classroom teachers, working with the media specialist, teachers, and students, chaperoning field trips, helping in the office and in the library, serving on the PTA Board & School Improvement Council, Careers on Wheels, and Field Day.

Business Partnerships

We are extremely proud of our dedicated business partners which include:

- Partners for Public Education (PEP)
- Welcome Baptist Church
- Mentor Greenville
- Communities in School
- New Spring Church
- 4H, Clemson Extension
- Junior Achievement
- Bank of Travelers Rest
- CH2MHill
- South Carolina Children's Theater
- Target
- Belk
- Julie Valentine Center
- Papa John's
- Sheriff's Department
- Swamp Rabbit Trail motorcycle police officers
- P3 Engineering Firm
- Parker Fire Department
- Medshore Ambulance Service
- SC National Guard
- Yellow Cab
- Hawkins Towing
- Kona Ice
- Greenville City Police
- Greenville County Schools Maintenance
- Zandra Jenkins, lawyer
- Get Smart
- Fastinal
- Reach the Children of Rwanda International
- Big Brother, Big Sister
- Clemson University Outdoor Lab

- DSS
- Harvest Hope Food Bank
- Wendy's on White Horse Road

School Personnel Data

Teachers are encouraged to pursue higher education degrees. Teachers' commitment to the community and school is shown through a consistently low turnover rate.

Education Level	Number of Teachers
BA and/or BS	17
BA +18	3
Master's	31
Master's + 30	8
PhD	0

Years of Experience	Number of Teachers
0-3	18
4-6	10
7-10	10
11-15	3
16-20	6
21+	12

School Personnel Information: SDE School Report Card

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-2015
Teachers with advanced degrees	51.1	61.9	66.0	63.0	60.8	58.8
Continuing contract teachers	86.7	92.9	76.6	65.2	68.6	62.7
Teachers returning from previous year	85.4	84.7	85.5	85.8	88.5	85.9
Teacher attendance rate	96.9	96.4	95.6	93.6	97.0	93.4

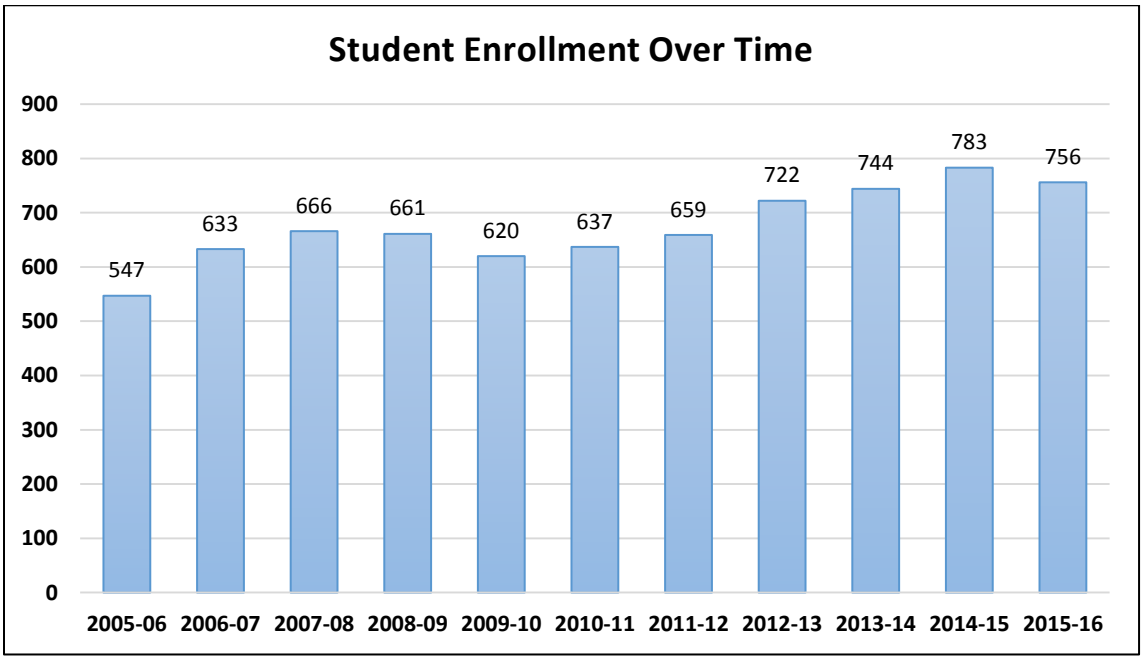
The percentage of teachers with advanced degrees has dropped since the 2011-12 school year. The percentage of continuing contract teachers decreased this past year. The teachers returning from the previous year and teacher attendance rate has decreased as well.

Student Population Data

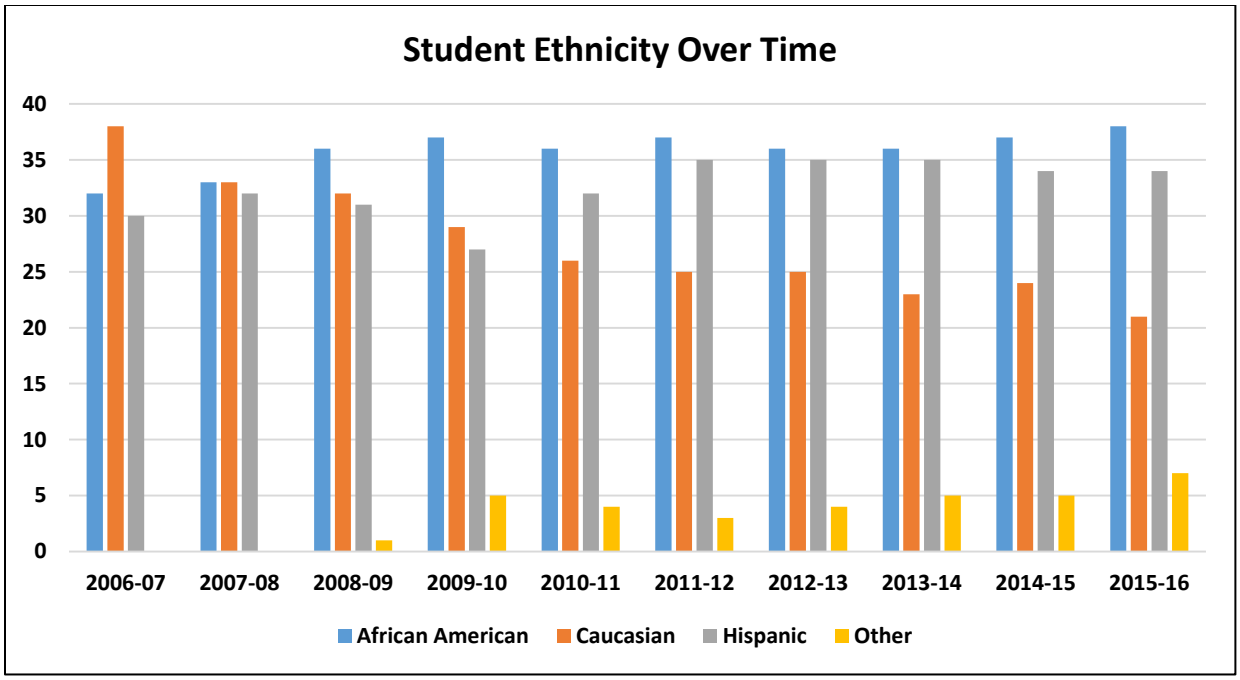
Student attendance is encouraged through monthly, school wide incentives. Welcome students have consistently met or exceeded the district attendance goal of 96%. The population of Welcome Elementary reflects the ethnic changes in the surrounding community. These changes include an increase in African American and Hispanic students.

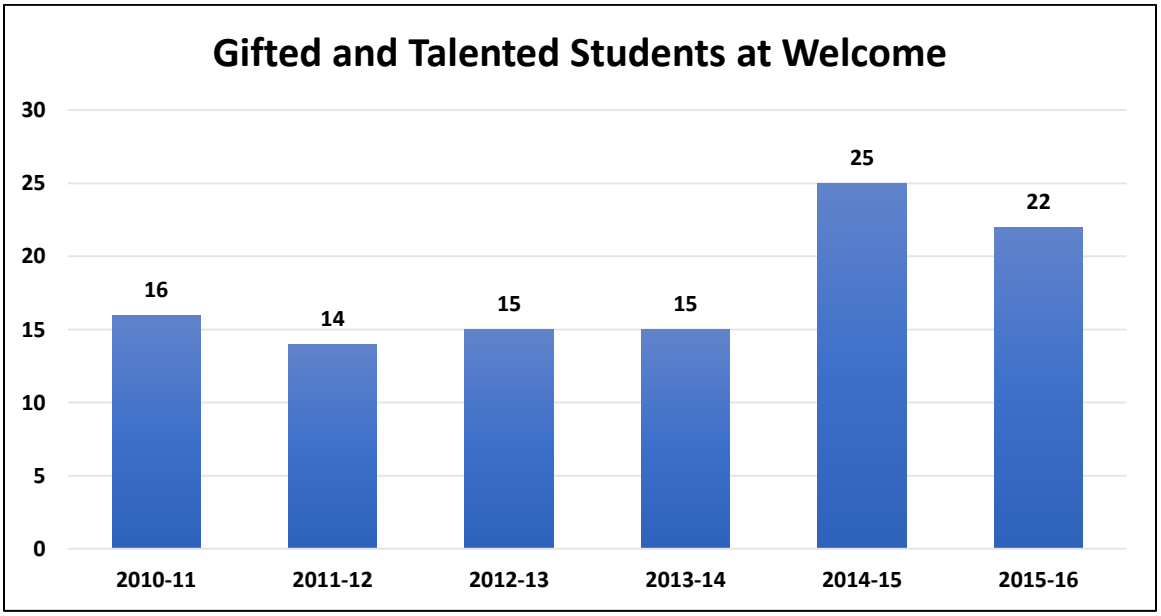
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Student retention rate	1.1	0.8	0.9	1.0	0.8	1.6
Student attendance rate	96.1	96.3	96.8	96.5	96.7	96.1
Eligible for gifted and talented program	5.5	5.1	N/AV*	2.1	2.9	3.2

*This information was not available on the SDE School Report Card in 2012.



Student enrollment has increased due to the recent economic downturn, as parents are relocating into the more affordable areas that surround our school. There have also been an increased number of multiple families living in the same household. The downtown revitalization project has redistributed the local population from downtown into the Welcome community.





Students are screened for the Challenge program according to state and district guidelines. Students are served by a certified gifted and talented teacher one day a week. Our number of students is slightly down from last year.

Programs and Initiatives

- South Carolina College and Career Ready Standards
  These state standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in today's workforce and/or academic college courses. These standards include rigorous content and application of knowledge through high-order skills.

- Balanced Literacy
  Fountas & Pinnell reading levels are a system of reading levels developed to support guided reading. Reading text is classified according to various parameters, such as word count, number of different words, number of high-frequency words, sentence length, sentence complexity, word repetitions, and illustration support. A Jan Richardson consultant spent three days leading Professional Development for all classroom, SPED, and RtI teachers in early October. She gave the teachers further training in small group guided reading instruction. In March, Mrs. Rosenow returned to observe and coach teachers' progress. In addition, the school began a leveled book room this year to assist teachers in creating quality lessons on all students' levels. Title 1 funds were used to purchase about $60,000 worth of books.

- Technology
  A variety of professional development opportunities help teachers and staff members incorporate technology into their instruction. Teachers are strongly encouraged to create content area flipcharts, including how to use a variety of tools, imbed videos from United Streaming, and imbed links to activities and websites using their Promethean Board and Active Expressions. Other technology opportunities include the use of photo software and websites, creating and updating teacher websites, and effectively using their Power Teacher grade book. (Please continue to read about our 1:1 iPad Initiative)

- Razkids.com
  Razkids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support from the leveled bookroom. Teachers select appropriate reading levels and specific books and track student reading progress. Students practice reading to improve reading comprehension and reading fluency at school and at home with Internet access.

- Storia
  Storia is an online reading resource with interactive ebooks available on students' guided reading levels. This provides quality fiction and nonfiction text for students to access at school or at home.

- Response to Intervention (RtI)- Reading Club
  The Response to Intervention program (RTI) provides students having reading difficulties 30-45 minutes of research based instruction daily. Our RTI program serves at least 150 students in kindergarten through fifth grades throughout the year. Students graduate from the program once the reading goal is attained, and other students are moved into the groups. Welcome Elementary has three reading intervention teachers and a Literacy Specialist, who also teaches primary intervention.

- Math Intervention- Math Camp
  Math Camp provides students having math difficulties 30 minutes of research based instruction daily. This program serves approximately 45 students per semester. Students graduate from the program once MAP scores reflect sufficient progress. Welcome Elementary has one math intervention teacher.

- Inclusion-
  Our three full time and one part time special education teachers use inclusive practices. Classroom teachers work closely with special education teachers to engage students' learning. Special education teachers are trained and do teach small group reading lessons, work with students on specific skills where students have deficiencies, and work to help teachers create behavior plans to provide for optimal learning for all students.

- Breakfast in the Classroom
  As a universal free breakfast school, all Welcome students have the opportunity to eat a nutritious breakfast in their classroom each morning. With the assistance of two "WE Leaders" from each homeroom, students pick up their cooler and thermal bag and return to their classroom. This program ensures that our students are better prepared for the school day and learning.

- PBIS
  PBIS (Positive Behavior Interventions and Support) is implemented at Welcome Elementary. The program rewards positive behavior and allows students to reflect on their negative actions and turn it around to have more appropriate behavior. The PBIS leadership team created Paw Tickets to reward individual appropriate action and Pack Paws for whole group good behavior. Teachers write CDRs for inappropriate behavior. This program has been well-received by students and teachers, and students' behaviors are improving with these more positive interactions.

- Capturing Kids Hearts
  Capturing Kids Hearts is a 3-day off-site learning experience that provides tools for administrators, faculty and staff to build positive, productive, trusting relationships-among themselves and with their students. Staff members learn skills that develop safe, trusting, self-managing classrooms, improve attendance, decrease delinquent behaviors, and reinforce the role of emotional intelligence in teaching. Several teachers attending this training in the summer of 2014 and all other staff members were trained in June of 2015. The newest staff members will receive training in the summer of 2016.

- Battle of the Books
  Welcome students have participated in "Battle of the Books," an annual district-wide reading incentive program since 2010. Interested fourth and fifth grade students read ten preselected South Carolina Children's Book Award nominees and attend weekly practice sessions to qualify for the team representing Welcome at the district competition in March.

- Breakfast Club
  There are eight students taking part in the "Breakfast Club" each week. The students get their breakfast and go to the ESOL room for direct instruction with the ESOL teachers.

- Virtual Science Lab
  Fourth and fifth grade students participate in virtual science lab weekly. This enables them to learn from high quality, highly engaging science lessons.

- CATCH
  The CATCH (Coordinated Approach to Child Health) program is a curriculum that promotes the benefits of healthy food choices and physical activity through instruction by the classroom teacher, physical education teacher, and the food service program. It is a district wide health initiative that will hopefully reduce the obesity epidemic that is plaguing our nation's children. In the classroom, students learn about GO, SLOW, and WHOA foods. As part of the CATCH program, school cafeterias are considered an extension of the classroom, where breakfast and lunch become opportunities for children to learn, practice, and adopt healthy eating habits. Welcome Elementary participates in the Culinary Creations program, a food preparation and service training program where they gain valuable skills in nutrition, safety, cost control, production line and setup. Welcome Elementary also receives a federally-funded Fresh Fruits and Vegetables Grant that provides a fresh, healthy snack for all students three times each week.

1:1 Personalized Learning Plan:

Welcome Elementary School

"To be successful, a one-to-one initiative must be approached as a strategic education initiative enabled by technology; it requires much more than simply providing devices for students and teachers."

The goals of the 1:1 Personalized Learning Plan for Welcome Elementary School were to provide students with a 21st Century learning environment.

- Goal 1: Give students opportunities to practice rigorous thinking that is required for Common Core
- Goal 2: Provide individual instruction for all students by remediating students who are behind, by moving students on target to higher levels, by keeping high-achieving students motivated and engaged, and meeting the needs of students who have disabilities or language challenges
- Goal 3: Engage learners through project based learning and on-demand access to information
- Goal 4: Develop students who can think critically, create, collaborate, and communicate in order to be successful in school, college and/or career
- Goal 5: Use authentic, real-world assessments with students
- Goal 6: Extend technology access to all students
- Goal 7: Provide support to teachers (training, theory, practice)

"The most valuable thing we can do for our students is to teach them how to think."

Year 1: 2012/2013

Welcome Elementary School's Fourth Grade team was selected to pilot the 1:1 iPad Initiative for Greenville County Schools. Instructional time was spent differentiating lessons and meeting each student's individual needs using Edmodo groups, screen casting lessons for assessment, stations in the classrooms with leveled app lessons, creating assignments and quizzes in Edmodo, and time to work with the teacher for remediation or acceleration. The ability to assess each student using these tools and plan instruction based on the assessment findings was the most powerful outcomes of the iPad project.

In January 2013, Welcome was notified that all students would receive iPads. Professional development for the entire faculty began in February focusing on the vision of a 1:1 iPad classroom, the goals for their students, and how iPads impact the environment of the classroom. The most successful training experience of the year was the "Field Trip to Fourth Grade Classrooms" during grade level planning. Gradually each grade level was given iPads with intense coaching and support for integrating iPads into the curriculum. By the end of May, all students at Welcome had an iPad to use in the classroom setting.

Year 2: 2013/2014

Beginning in August, teachers set learning goals for their classrooms during PD and discussed the apps they used last year and how they will use the iPads to meet the needs of their students. New teachers were given 2 to 4 hours of PD during the summer to plan lessons using the iPad for content creation. PD for all teachers was offered monthly during planning times with the Instructional Technology Facilitator. Teachers signed up using a Google Doc for the IT to model lessons in their classrooms using the new apps and best practice strategies. The focus for 2013-2014 has been content creating apps: Book Creator,

iMovie for all teachers and 4th-5th grade students, and Explain Everything. Also, the Discovery Education Science Techbook app was purchased for all teachers and students. Extensive training and modeling of Science Techbook has been the focus since December. Students are inserting the images and videos from Science Techbook into Book Creator, iMovie, and Explain Everything. Literacy stations have been enhanced by using HMH app and Raz-Kids website. For Math, students are using the paid app, Splash Math, for differentiated instruction and the website Moby Max. Fourth grade teachers and students are piloting the ActivEngage2 app for self-paced quizzes.

Related Arts teachers are integrating the iPads into their classrooms as students use the iPad to capture images in art, use their fingers to paint over images, record data in PE, create videos in Music and record each other playing instruments and singing. In the Media Center, students are using Destiny Quest and QR codes for research. They are also using the iPads in Computer Lab as they complete web quests and conduct research. Students in grades 2-5 bring their iPads to related arts every day.

Year 3: 2014/2015

At the beginning of the year, all new teachers attended professional development to gain an understanding of how to use the iPads in the classroom and how to effectively plan lessons that incorporate the use of iPads to increase student achievement.

The Instructional Technology Facilitator met with staff on how to use AirServer. AirServer not only allows the teacher to be mobile while teaching with the iPad, but also allows students to share their work and thinking on the Promethean Board via the iPad.

For math, students are using a purchased app called IXL. IXL allows students to practice current concepts, revisit concepts that they may still need to work on and enrich those who are ready to move forward. IXL gives data to the teacher on the individual students and the class as a whole and reports can be emailed to the teacher weekly.

Year 4: 2015/2016

Some staff members including the Title 1 Facilitator attended the district personalized learning training in the summer of 2015. At the beginning of school, teachers received training in the SAMR model to increase student learning and engagement.

Carrie Fesperman, District Title 1 Technology Specialist, works closely with our teachers. She works with groups and individuals in an ongoing manner to develop rich use of iPads and other technology. Ms. Fesperman teaches classroom lessons to model apps and other tools to engage students and increase learning.

Teachers continue to use AirServer. Students continue to use IXL, and the Storia app was purchased and implemented for greater student choice in reading.

The school began replacing iPads by purchasing 100 iPad2 Airs. These replace numbers 1-100 in the original inventory.

Mission, Vision, and Beliefs

In the spring of 2013, the Welcome Elementary staff revisited the Mission, Vision, and Beliefs, to ensure alignment to the Greenville County Schools goals.

Mission

Welcome Elementary students will learn in a safe, nurturing environment to achieve academic success and become productive citizens.

Vision

The vision of Welcome Elementary is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. We will achieve this by creating a safe and nurturing environment for all students. Our South Carolina College and Career standards-based curriculum will be progressive, challenging, and rigorous. Instruction will be interactive, providing opportunities that are developmentally appropriate and will integrate technology across all areas of the curriculum.

Beliefs

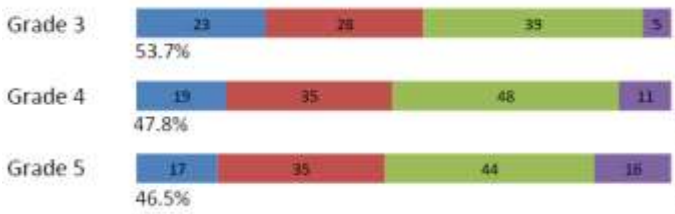
- We believe all students can learn, achieve, and succeed.
- We believe school should provide a physically safe and nurturing environment conducive to learning in which everyone is treated with dignity and respect.
- We believe in providing 1:1 advanced opportunities for the 21st Century learner.
- We believe each child can develop into a self-directed, independent learner and a productive, responsible citizen.
- We believe that curriculum and assessments should be standards-based, rigorous, and integrated.
- We believe instruction should involve best practices, differentiation, and utilize a hands-on, multi-sensory approach.
- We believe education is the shared responsibility of teachers, parents, and the community.
- We believe in promoting a healthy lifestyle through physical activities and a variety of nutritional choices.
- We believe we should be good stewards of the financial resources afforded to our school.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

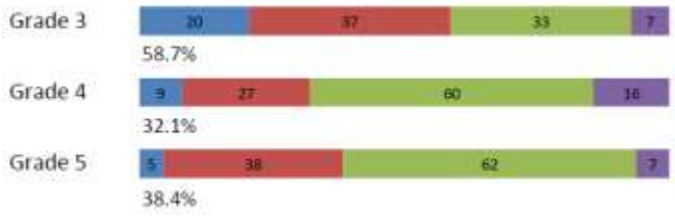
SDE Report Card

ENGLISH

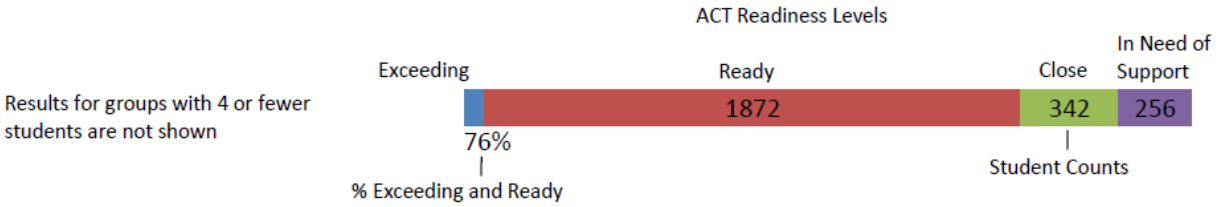


READING

MATH



WRITING



Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
46.9	51.8
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
78.8	62.5

Note: Results include SC-Alt assessment results.

Exemplary	**"Exemplary"**: student demonstrated exemplary performance in meeting the grade level standard.
Met	**"Met"**: student met the grade level standard.
Not Met	**"Not Met"**: student did not meet the grade level standard.

Iowa Test of Basic Skills

Iowa Percentile Rank of Average Standard Score: National Student Norms		
	2014	2015
Reading	34	37
Vocabulary	2	6
Math	33	30

Second grade students take the Iowa Test of Basic Skills each November. The results of this test are used to determine student gifted and talented eligibility, in conjunction with other state and district criteria. Reading and vocabulary scores increased slightly this year.

Teacher and Administrator Quality

Welcome Elementary Professional Development Calendar 2015-2016			
Date	Time	Topic	Attendees
8-17-15	11:00-12:00	Website Help: Bobbie Jo Bright	Optional for all teachers
8-17-15	1:00-2:00	Meaningful Use of iPads: Fallon Swafford	All teachers
9-2-15	3:30-5:00	Student Learning Objectives: Bobbie Jo Bright	All teachers
9-22-15	3:15-4:15	ADEPT: How do I get it all accomplished?: Bobbie Jo Bright	First and second year teachers
10-1-15	8:30-2:30	Next Steps for Guided Reading (K-1): Debbie Rosenow	K and first grade teachers
10-2-15	8:30-2:30	Next Steps for Guided Reading (2-3): Debbie Rosenow	Second and third grade teachers
10-3-15	8:30-2:30	Next Steps for Guided Reading (4-5): Debbie Rosenow	Fourth and fifth grade teachers
10-7-15	3:15-4:15	Meeting the needs of ESOL students: Barbara Harris and Evelyn Nocella	All teachers
10-13-15	3:15-4:15	Google Drive and Docs: Carrie Fesperman	Optional for all teachers
10-27-15	3:15-4:15	ADEPT: Refresh: Bobbie Jo Bright	First and second year teachers
11-3-15	3:15-4:15	Google Slides: Carrie Fesperman	Optional for all teachers
11-4-11-6	8:00-4:00	PLCs at Work in Charlotte, NC: Solution Tree	Fifth grade teachers and TIF
11-19-15	3:15-4:30	Math Planning: Stephanie Burdette	All math planners
12-1-15	3:15-4:15	Windows 8.1: Carrie Fesperman	Optional for all teachers
12-2-15	3:15-3:45	Enrich and how it can help you: Bobbie Jo Bright	All teachers
12-8-15	3:15-4:15	Google Forms: Carrie Fesperman	Optional for all teachers
1-15-16	8:00-2:30	Ron Clark School Visit	Second grade teachers and IC
1-12, 1-13, 2-2, 2-3, 2-22, 2-24	9:00-11:00	Elements of a Good Lesson- Revisit Learning Focused expectations and find strategies to increase student engagement: Bobbie Jo Bright and Fallon Swafford	All classroom teachers
1-26-16	3:15-4:15	Google Sheets: Carrie Fesperman	Optional for all teachers
2-17-16	8:30-2:30	PLCs at Welcome: Kenneth Williams	Third and fourth grade teachers
2-22-16	3:15-4:15	Shared Reading: Paula Burgess	Primary grade

			teachers
2-23-16	3:15-4:15	Google Classroom: Carrie Fesperman	Optional for all teachers
3-9, 3-10, 3-22	3:00-5:30	Literacy strategies for all learners: Kathy Bumgardner	Optional for all teachers

Welcome Elementary Professional Development Calendar 2016-2017
The current Welcome PD plan is under development at this time. Welcome will continue to provide professional development that supports Goal 1 of the Greenville County Schools Education Plan: Raise the academic challenge and performance of each student. Some of the PD offerings will include: • September and October 2016: Thinking Maps • July 2016: PLCS at Work (Assistant Principal and Instructional Coach) • October 2016: PLCs at Work (Kindergarten through second grade teachers) • January 2017: Ron Clark Experience (Fourth grade teachers) • Year Long: Inclusive practices to increase student learning • Year Long: Balanced Literacy • Year Long: Writing • Year Long: Math instruction and engagement

School Climate Needs Assessment

Percent Satisfied with Learning Environment School Report Card Data						
	2009-10	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Teachers	86.2%	77.3%	96.6%	95.1%	91.5%	93.0%
Students	93.9%	81.4%	93.9%	82.0%	97.6%	91.0%
Parents	89.7%	78.7%	88.6%	90.5%	92.5%	84.0%

In 2014-15, the percentage of students and parents satisfied with the learning environment decreased.

Welcome School Safety Survey Results				
	2011-12	**2012-13**	**2013-14**	**2014-15**
Parents: My child feels safe at school.	88.6%	94.0%	94.3%	81%
Students: I feel safe at my school.	96.9%	88.7%	94.9%	83.0%
Teachers: I feel safe at my school.	93.1%	100.0%	97.8%	93%

In 2014-15, the percentage of students, parents, and teachers satisfied with school safety decreased. There were no major events at Welcome, but there were other significant safety breeches in other schools in the United States.

Welcome Student Attendance Rate School Report Card Data	
School Year	**Percentage**
2009-10	96.1%
2010-11	96.3%
2011-12	96.8%
2012-13	96.5%
2013-14	96.7%
2014-15	95.3%

Student attendance has stayed fairly consistent over the past six years, not deviating beyond 1.5 percentage points. Welcome has attendance incentives in place for students. The school social worker, Janon Myers, work with parents of students with attendance issues.

SC READY WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

SC READY READING

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

SC READY MATH

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

SC READY % TESTED

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math –	Baseline	2015-16	2016-17	2017-18

School	2014-15			
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18

Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	*			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

SCPASS SCIENCE

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	49.4			
District Projected	X			
District Actual	72.9			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	70.7			
District Projected	X			
District Actual	81.2			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

ITBS

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	34th percentile	37th percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	33rd percentile	30th percentile		

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51st percentile		

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will use SC College and Career Ready Standards when constructing lesson plans.	2016-2017	Teachers Administrators Instructional Coaches			Teacher lesson plans, classroom observation logs/feedback by coaches and administrators
Teachers will use Fountas & Pinnell balanced literacy instructional strategies, including small group reading to increase student reading achievement.	2013-17	Teachers Administrators Instructional Coaches		District	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, data recorded on data sheets, observations by coaches and administrators
Provide early intervention literacy instruction for identified students in kindergarten through fifth grade.	2013-17	Administrators Interventionists Title I Facilitator	$184, 370	Title I (3 teachers) District (1 reading coach)	AIMSweb, MAP, PASS data; interventionist lesson plans, observations by coaches and administrators
Provide a Curriculum Integration Technology Lab teacher	2016-17	Lab Teacher Title I Facilitator	$92,470	Title I	Student MAP scores; math teacher lesson plans
Students will work on reading level specific comprehension, fluency, and phonics skills using the Raz-kids web based program.	2013-16	Instructional Coaches Teachers	$4,000	General Fund	Raz-kids reports; teacher lesson plans
Students will work on	2016-17	Title 1 Facilitator	$3,500	Title 1	Teacher lesson plans,

reading level specific comprehension, fluency, and phonics skills using the Storia web based program.					Storia reports
Provide access of appropriate materials, including leveled text, benchmarking materials, math manipulatives, and science kits to support curriculum standards to teachers.	2013-17	Administrators Title I Facilitator Teachers	$37,544 $5,000	Title I General Fund	Teacher lesson plans, observations by administrators and coaches, materials requests/orders
Instructional Coaches will be utilized in order to improve instructional strategies implemented by classroom teachers.	2013-17	Administrators Instructional Coaches	$73,727	District (1 Coach) Title 1 (1 Coach)	Grade level professional development meeting agendas, classroom observation logs, model lessons, professional development calendars; curriculum meeting agendas
District Curriculum Specialists and Instructional Coaches will provide training to help teachers identify and understand the shifts in the implementation of SC College & Career Ready Standards.	2013-17	Administrators Instructional Coaches District Curriculum Specialists		District	Meeting agendas; handouts, professional development calendars
Fourth and fifth grade students will utilize the Virtual Science Lab weekly.	2013-17	Melanie Dixon, Virtual Science Lab Teacher Teachers		District	Teacher lesson plans
Weekly grade level planning	2013-17	Administrators			Weekly planning agendas

meetings to develop common assessments and re-teaching strategies.		Instructional Coaches Teachers			and notes
Teacher and student use of iPads in a 1:1 classroom environment to develop students who think critically, collaborate well with others, create projects, and communicate via research and the use of content creating apps.	2013-17	Administrators Instructional Coaches Teachers District Instructional Technology Personnel	$50,000	Federal Grant Title I	iPad professional development meeting agendas, teacher lesson plans, observations by administrators, instructional coaches, District Instructional Technology personnel, Edmodo, student projects
The administrative team will continue to improve their knowledge of skills and strategies by attending meetings, workshops, and conventions.	2013-17	Administrators	$10,670	Title 1	District professional development opportunities, SCATA, PLCs at Work, Thinking Maps: Train the Trainer, Principal/AP/IC meetings
Identified students are given the opportunity to participate in the Breakfast Club Tutorial Program.	2013-17	ESOL Teachers	$1,350	ESOL (District)	Student achievement data on MAP and PASS
Provide 2 certified hourly tutors to work with students on identified deficient skills based on MAP, AIMSweb, common assessments, SC Ready.	2016-17	Administrators Title I Facilitator	$45,360	Title I	Student achievement data on SC Ready, MAP, AIMSweb
Reduced class size in first, second, third, fourth, fifth grades to increase teacher and student interactions.	2013-16	Administrators Teachers	$261,134	Title I (5 teachers) State	AIMSweb, MAP, PASS data, observations from administrators and instructional coaches

				(2 teachers)	
Thinking Maps site license and teacher guides to help students organize information	2016-17	Administrators Instructional Coaches	$9,500	Title 1	AIMSweb, MAP, PASS, SC Ready data, observations from administrators
Provide $400 per classroom teacher to increase classroom libraries	2016-17	Administrators Instructional Coaches TIF	$15,200	Title 1	Administrator observation
Provide an opportunity for rising kindergarten students to attend orientation and take home materials and multiple books to improve readiness skills.	2013-17	Instructional Coaches Title I Facilitator	$1,000	Title I	Agenda from meeting, letter sent to prospective students
Teachers and students utilize Scholastic News to increase the amount of informational text read.	2013-17	Title I Facilitator Instructional Coaches Teachers	$5,000	Title I	Teacher lesson plans; observations from administrators and instructional coaches
Teachers and students utilize online learning programs IXL, Brainpop, and Flocabulary to increase engagement in the learning of skills	2016-17	Teachers Instructional Coaches Administrators	$10,795	Title 1	Teacher lesson plans, Observations from administrators
ESOL support services are provided for identified students through RtI instruction or the inclusion model.	2013-17	Administrators ESOL Interventionists		District (1.5 teachers, .5 assistant)	ESOL teacher lesson plans, observations from administrators

Appropriate use of technology (Promethean Boards, ActivExpressions, HUE cameras, Flip cameras, MP3 players)	2013-17	Administrators Title I Facilitator Instructional Coaches Teachers		Title I	Teacher lesson plans, observations from administrators and instructional coaches
Students are given the opportunity to participate in the Welcome Summer reading program.	2013-17	Media Specialist	$100	General Fund	Completed Summer Reading logs
Teachers will continue to analyze achievement data gathered from ACT, SCPASS, MAP, and other benchmark assessments to identify and determine appropriate instructional strategies.	2013-17	Administrators Title I Facilitator Instructional Coaches Teachers			Data recorded on data sheets; professional development meeting agendas; teacher lesson plans
Provide support services (School Guidance, Social Worker, Greenville Mental Health, Communities in Schools) to students and families where necessary.	2013-16	Administrators Social Worker Guidance Counselor Mental Health Counselor Communities in Schools			Logs indicating services provided
Special education and ESOL services will incorporate the	2013-17	Administrators			Teacher schedules, IEPs, classroom observations,

inclusion model of instruction when appropriate.		SPED Teachers ESOL Teachers Teachers			grade level minutes

PROFESSIONAL DEVELOPMENT

☐Student Achievement ☒Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: One hundred percent of Welcome Elementary teachers will continue to be trained in SC College and Career Ready Standards and Balanced Literacy by 2017-2018.

ANNUAL OBJECTIVE: The Greenville County School District and Welcome Elementary will conduct a series of professional development opportunities during and/or after-school hours related to Balanced Literacy and SC College and Career Ready Standards in relevant subject areas.

DATA SOURCE(S): Welcome Elementary Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records, Professional Development Agendas

Balanced Literacy

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	68%*	100%	100%	100%	100%		

*This reflects kindergarten, first, second, and teachers that were Balanced Literacy trained by Debbie Arechiga, founder of Tools for Literacy.

SC College and Career Ready Standards

	Baseline 2015-16	2016-17	2017-18
Projected	x		
Actual	100%		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
District professional development opportunities will be communicated to all faculty members.	2013-17	Administrators Instructional Coaches			District professional development meeting calendars, district meeting agendas, Summer Academy catalogs, Portal attendance records
Provide school-wide training in Balanced Literacy	2013-17	Administrators Instructional Coaches		District	Portal attendance records, meeting agendas, Professional Development calendars
Provide training on SC College and Career Ready Standards in relevant subject areas.	2013-17	Administrators Instructional Coaches			Portal attendance records, meeting agendas, Professional Development calendars
Provide a leveled library with a balance of literary and informational text.	2013-17	Administrators Instructional Coaches Title I Facilitator	$10,000	Title I	Teacher lesson plans, classroom observations, grade level planning minutes
District Curriculum Specialists and Instructional Coaches will provide training to help teachers identify and understand the shifts in the implementation of SC College & Career Ready Standards.	2013-17	Administrators Instructional Coaches District Curriculum Specialists		District	Meeting agendas; handouts, professional development calendars
Provide Professional Learning	2016-17	Administrators	$8,000	Title 1	AIMSweb, MAP, PASS,

Communities training to K-2 teachers		Instructional Coaches TIF			SC Ready data, observations from administrators
Provide grade level planning days for staff development training to teachers in best practices, data analysis, and research based instruction in all content areas.	2013-17	Administrators Title I Facilitator Instructional Coaches Teachers	$15,940	Title I	Professional development training agendas, teacher lesson plans
Capturing Kids Hearts provides tools for staff members to build positive, productive, trusting relationships- among themselves and with their students. Teachers not yet trained will attend training Summer 2016.	2015-17	Administrators Title I Facilitator Teachers		District Title I Funds	Professional development training agendas, sign in sheets

STUDENT ATTENDANCE

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.8	96.5	96.7	96.1			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

PARENT SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 88.6% in 2012 to 90% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by two percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90	90	90	90	90
School Actual	88.6	90.5	92.5	84.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of fifth grade students who are satisfied with the learning environment from 2012-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain a minimum of 90% annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90	90	90	90	90
School Actual	93.9	82.0	97.6	91.0			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment from 2012 t0 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain a minimum of 95% annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.6	95.1	91.5	93.0			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 88.6% in 2012 to 93.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.6	90.6	91.6	92.6	93.6
School Actual	88.6	94.0	94.3	81%			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day in 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain a minimum 93% annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93%	93%	93%	93%	93%
School Actual	96.9	88.7	94.9	83%			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 93.1% in 2012 to 98.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.1	95.1	96.1	97.1	98.1
School Actual	93.1	100.0	97.8	93%			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide monthly school wide attendance incentives	2013-17	Title I Social Worker	$2,500	General Fund	Monthly PowerSchool attendance reports
Conduct attendance intervention conferences with parents/guardians regarding excessive tardies or absences	2013-17	Administrators Title I Social Worker			Conference logs, PowerSchool attendance reports
Provide Parent SC College & Career Ready Standards informational workshops	2013-17	Administrators Title I Facilitator Parent Involvement Coordinator			Meeting agendas, meeting notes, parent sign in sheets
Utilize bilingual school/teacher newsletters to communicate current events, expectations, and school safety concerns to parents.	2013-17	Administrators Teachers Webmaster Parent Involvement Coordinator			Newsletters, website, grade level meeting minutes
Maintain current school and teacher websites with current events and expectations to all stakeholders.	2013-17	Administrators Teachers Webmaster Parent Involvement Coordinator			School and teacher websites

Provide lessons that address the low areas of the student survey by the guidance counselor.	2013-17	Administrators Guidance Counselor			Guidance lesson plans, survey results
School Administrators will meet with fifth grade Student Council representatives to discuss the current survey results.	2013-17	Administrators Fifth grade students Fifth grade teachers			Meeting agendas and notes, survey results
Principal will meet with the Leadership Team to discuss survey results and develop an improvement plan.	2013-17	Administrators			Meeting agendas and notes, survey results
The Instructional Coaches will meet with all teachers to discuss instructional curriculum concerns as communicated on the survey.	2013-17	Instructional Coaches Teachers			Meeting agendas and notes, survey results
Administration will meet with students, faculty, and parents to explain the building security which includes: law enforcement walkthroughs, security cameras, locked doors, locked front office door to main building, security sign in, personnel and visitor badges, walkie talkies, fire, tornado and lockdown drills	2013-17	Administrators Teachers Parents Students Local law enforcement Visitors			School Safety Plan, safety drill logs, first responder training, sign in register

2014-2015 School Report Card for Welcome Elementary:

http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301095.pdf