

**TITLE I SCHOOLWIDE PROGRAM/PRIORITY (TA) PLAN
ADDENDUM TO SCHOOL RENEWAL PLAN**

School: Welcome Elementary
Percent Poverty: 66.58%

District: GREENVILLE
School Term: 2017 - 2018

SCHOOLWIDE/PRIORITY (TA) PLANNING TEAM: List the names of individuals that meet the title requirement listed. You must include parents, community members, teachers, principals, local agency administrator, pupil services personnel, technical assistance providers, other school staff, and students if the plan relates to a secondary school. Act 135 planning team members may be used to meet this requirement.

<u>Name #1</u>	<u>Name #2</u>	<u>Title</u>
Hope Fearn	Miriam Torres	Parents
Mary Redmond	Jackie Balint	Community Members
Julie Hunt	Elizabeth Cameron	Teachers
Donna Ketron	NOT REQUIRED	Principal
Randolyn Harmon	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Deb VanderVeer	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Julio Hernandez	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Sabra Miller	Fallon Finley-Swofford	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Jennifer Carter	Jaquetta Ross	Lora Fricks
Sara Carpio	Anderya Boggs	Allison Hardin

DISSEMINATION OF RESULTS

Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by Section 1111 (b)(3) of the law.

The principal will issue a formal invitation for parents to attend first quarter conferences. Individual standardized test results (SC PASS, MAP, and SC READY) are explained at parent/teacher conferences. Parent/School compacts and the Parent and Family Engagement Policies are discussed at first quarter conferences and at Open House. Language translation, both written and oral, are available upon request. Needs Assessment data will be shared at the first Title I planning meeting. Strategies for academic improvement related to standardized tests are planned with parents. Daily contact can be facilitated with the use of School/home agendas. Weekly work folders are sent home containing weekly assessment information and academic progress. Quarterly report cards are sent home. Conferences to discuss individual student progress and assessment are held at flexible times throughout the school year. School-wide test results are also available on the web and were shared at Parent and Family Engagement meetings.

TITLE I SCHOOLWIDE PROGRAM/PRIORITY (TA) PLAN
ADDENDUM TO SCHOOL RENEWAL PLAN

District: GREENVILLE

Application: Title I Regular - 2018

School: Welcome Elementary

Activity Include Staff Development (Provide a brief one-sentence description for each activity.)	Reform Strategy	Funding Category (Only for Priority (TA) funded activities)	Use of Funds (Only for Title I, Consolidated, and Priority (TA) funded activities)	Activity Cost (Only for Title I, Consolidated, and Priority (TA) funded activities)	Funding Source	Budget Code	Evaluation/ Evidence to Determine Successful Implementation
Title I							
Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 3 from 22:1 to 19:1.	1	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP, Math MAP
			Benefits	\$	Title I	100 - 200	
			Substitute Salary		Title I	100 - 100	
			Substitute Benefits		Title I	100 - 200	
Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 3 from 22:1 to 19:1.	1	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP, Math MAP, SC Ready
			Benefits		Title I	100 - 200	
			Substitute Salary	-	Title I	100 - 100	
			Substitute Benefits		Title I	100 - 200	
Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 4 from 26:1 to 22:1.	1	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP, Math MAP, SC Ready
			Benefits	\$	Title I	100 - 200	
			Substitute Salary		Title I	100 - 100	
			Substitute Benefits		Title I	100 - 200	

Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 5 from 26:1 to 22:1.	1	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	100 - 200	
			Substitute Salary		Title I	100 - 100	
			Substitute Benefits		Title I	100 - 200	
Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 4 from 26:1 to 22:1.	1	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	100 - 200	
			Substitute Salary		Title I	100 - 100	
			Substitute Benefits		Title I	100 - 200	
Employ 1 Reading Intervention Teacher @ 1.0 FTE to work with 5K-5th grade students by providing focused assistance in ELA and math.	3	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	100 - 200	
Employ 1 Reading and Math Intervention Teacher @ 1.0 FTE to work with 5K-5th grade students by providing focused assistance in ELA and math.	3	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	100 - 200	
Provide copied materials to support SC College and Career Ready standards in ELA and Mathematics.	3	Instructional Supplies	Copier Cost	\$ 13,000.00	Title I	100 - 300	Reading MAP,Math MAP,SC Ready
Provide classroom materials and supplies to support SC College and Career Readiness standards in ELA and Mathematics. (Materials include but are not limited to consumable materials and supplies, leveled readers, games and centers, paper for copied materials, folders, binders, index cards, post-it notes, construction paper, sentence strips, sheet protectors, tabbed dividers, erasers, colored paper, tape, chart paper, markers, dry-erase markers, handwriting paper, etc. Also included are vocabulary materials, literacy and math center components, and supplemental reading materials, books, etc.	3	Instructional Supplies	Instructional Materials and Supplies	\$ 21,317.00	Title I	100 - 400	Reading MAP,Math MAP,SC Ready

Employ 1 Reading and Math Intervention Teacher @ 1.0 FTE to work with 5K-5th grade students by providing focused assistance in ELA and Math.	3	Classroom Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	100 - 200	
Provide a certified teacher @ 1.0 FTE to work with 5k-5th grade students by providing focused assistance in ELA and math.	3	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	100 - 200	
Provide 1 Reading and Math Intervention Teacher @ 0.6 FTE to work with 5K-5th grade students by providing focused assistance in ELA and math.	3	Classroom or Intervention Teachers	Salary	\$	Title I	100 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	100 - 200	
Provide stipends to teachers for professional development offerings on-site on non-contract time, day. Professional development training will be instructed by Instructional Coach team to increase rigor in direct instruction models to increase student achievement in English Language Arts and Math. Long range planning to best align subject area instruction will be included as part of the training. 37 Classroom teachers will each receive two days of professional development. 2 Instructional coaches will receive three days each, for providing the training for a total of 6 days.	5	Professional Development/Stipends	Stipend	\$	Title I	220 - 100	Reading MAP,Math MAP,SC Ready
			Benefits		Title I	220 - 200	
Provide meals for on-site training using Kagan Professional Development in the area of Cooperative Learning on August 16, 2017; including strategies to increase active engagement in instruction. Training will be provided during the back-to-school workdays for teachers, so no substitutes will be required. The training will be paid for from other monies.	5	Professional Development/Stipends	Catered Meal	\$ 2,000.00	Title I	220 - 400	Reading MAP,Math MAP,SC Ready
			Speaker/Consultant Fees	\$ 5,000.00	Title I	220 - 300	
			Staff Development Supplies	\$ 2,800.00	Title I	220 - 400	
Employ 1 Intermediate Instructional Coach to work with grades 3-5 to collaborate with teachers, provide model lessons, and guide reflections on teaching practices in literacy, math, science, and social studies. Assist teachers in analyzing data and collaborating in the PLC process; assisting teachers with building rigor in instruction, differentiation, and instructional best practices; provide classroom support through school-wide and individualized professional development and coaching cycles. This includes 10 additional days in the contract.	5	Professional Development/Stipends	Salary	\$	Title I	220 - 100	Reading MAP,Math MAP,SC Ready
			Benefits	\$	Title I	220 - 200	

Provide Guided Reading Training to 7 “new to staff” teachers on September 7th, October 26, and March 1. The purpose of the training is to teach best practices for Guided Reading as it pertains to direct instruction expectations in conjunction with the SC state standards. Training will include presentation of new materials, lesson planning and implementation guidance, and follow-up sessions that involve the instructor observing the teacher’s instruction in class and providing “real-time” feedback to the teacher. Training will be held at the school. Expenditures may include consultant fee, substitutes and substitute fringes.	5	Professional Development/Stipends	<table><tr><td>Speaker/Consultant Fees</td><td>\$ 3,600.00</td><td>Title I</td><td>220 - 300</td></tr><tr><td>Substitute Salary</td><td></td><td>Title I</td><td>220 - 100</td></tr><tr><td>Substitute Benefits</td><td></td><td>Title I</td><td>220 - 200</td></tr></table>				Speaker/Consultant Fees	\$ 3,600.00	Title I	220 - 300	Substitute Salary		Title I	220 - 100	Substitute Benefits		Title I	220 - 200	Reading MAP,SC Ready
Speaker/Consultant Fees	\$ 3,600.00	Title I	220 - 300																
Substitute Salary		Title I	220 - 100																
Substitute Benefits		Title I	220 - 200																
Provide a Parent and Family Engagement Coordinator at 0.6 FTE to assist the Title I Facilitator and staff with parent and family engagement events and translations.	7	Parent Involvement Initiatives	<table><tr><td>Salary</td><td>\$</td><td>Title I</td><td>188 - 100</td></tr><tr><td>Benefits</td><td></td><td>Title I</td><td>188 - 200</td></tr></table>				Salary	\$	Title I	188 - 100	Benefits		Title I	188 - 200	Parent Survey,Parents Sign-in Sheet ,Teacher Surveys				
Salary	\$	Title I	188 - 100																
Benefits		Title I	188 - 200																
Provide a .5 Parent and Family Engagement Coordinator to assist the Title I Facilitator and staff with parent events and translations.	7	Parent Involvement Initiatives	<table><tr><td>Salary</td><td>\$</td><td>Title I</td><td>188 - 100</td></tr><tr><td>Benefits</td><td></td><td>Title I</td><td>188 - 200</td></tr></table>				Salary	\$	Title I	188 - 100	Benefits		Title I	188 - 200	Parent Survey,Parents Sign-in Sheet ,Teacher Surveys				
Salary	\$	Title I	188 - 100																
Benefits		Title I	188 - 200																
Provide refreshments for parent meetings that support parent involvement in student achievement with Family Nights, Lunch and Learn activities, and during school educational days. Provide translation services for parents that do not speak English that attend parent and family engagement events and for parent teacher conferences.	7	Parent Involvement Initiatives	<table><tr><td>Refreshments</td><td>\$ 2,500.00</td><td>Title I</td><td>188 - 400</td></tr><tr><td>Stipend</td><td></td><td>Title I</td><td>188 - 100</td></tr><tr><td>Benefits</td><td></td><td>Title I</td><td>188 - 200</td></tr></table>				Refreshments	\$ 2,500.00	Title I	188 - 400	Stipend		Title I	188 - 100	Benefits		Title I	188 - 200	Parent Survey,Parents Sign-in Sheet
Refreshments	\$ 2,500.00	Title I	188 - 400																
Stipend		Title I	188 - 100																
Benefits		Title I	188 - 200																
Provide packet of information and instructional materials at an orientation night to help prepare students for the transition from 4K to 5K. Envelopes, paper, pens, markers, books, crayons, etc. Includes \$50 for postage.	8		<table><tr><td>Instructional Materials and Supplies</td><td>\$ 500.00</td><td>Title I</td><td>100 - 400</td></tr></table>				Instructional Materials and Supplies	\$ 500.00	Title I	100 - 400	Parent Survey,Teacher Surveys								
Instructional Materials and Supplies	\$ 500.00	Title I	100 - 400																
Other Funding																			
All core academic teachers ARE highly qualified.	4																		
RS 6.1 Participate in the District’s Winter and Spring recruitment fair to attract high quality, and highly qualified teachers.	6		<table><tr><td></td><td>\$ 0.00</td><td>District</td><td>-</td></tr></table>					\$ 0.00	District	-									
	\$ 0.00	District	-																
Provide parent communications including newsletters, student planners with calendars to be used for school-to home communications. Prepare annual parent communications for the Parent School compact and Parent and Family Engagement Policy. Provide parent materials for the Parent Resource room and take home math and reading resources for parent events. Provide refreshments	7		<table><tr><td>Catered Refreshments</td><td>\$ 3,000.00</td><td>Title I District funds</td><td>-</td></tr><tr><td>Parenting Supplies</td><td>\$ 2,822.00</td><td>Title I District funds</td><td>-</td></tr></table>				Catered Refreshments	\$ 3,000.00	Title I District funds	-	Parenting Supplies	\$ 2,822.00	Title I District funds	-					
Catered Refreshments	\$ 3,000.00	Title I District funds	-																
Parenting Supplies	\$ 2,822.00	Title I District funds	-																

for parent meetings that support parent and family engagement activities to promote improved student academic success.			Printing	\$ 5,962.00	Title I District funds	-	
Analyze achievement data gathered from SCPASS, MAP, SC READY, AIMSWeb, and other benchmark assessments to identify and determine appropriate instructional strategies.	9			\$ 0.00	District	-	
Develop School Portfolio as a major instrument for instructional focus, such as vertical articulation, team meetings, test analysis, and use of disaggregation results.	9			\$ 0.00	District	-	
Review Grade distributions and test item analyses from a variety of sources, including SCPASS, SC READY, common assessments, and MAP to determine gaps in content and/or the need for additional forms of assessment.	9			\$ 0.00	District	-	
Identify students with learning difficulties and assist teachers in planning intervention and/or remediation strategies.	9			\$ 0.00	District	-	
Assess students' academic needs using assessments such as, MAP, SC Ready, benchmark assessments, SC PASS, and AIMSweb	10			\$ 0.00	District	-	
Conduct conferences with parents of all students, placing emphasis on students who have not mastered objectives and encourage involvement in academic assistance opportunities at school and at home	10			\$ 0.00	District	-	
Partner with other state, federal programs and community agencies such as CH2M Greenville Mental Health, New Horizons Medical/Dental, Communities in Schools, Safe Kids Upstate, Clemson Extension Services, Greenville County Library, NewSpring Church, Welcome Baptist Church, Tanglewood Baptist Church, Simpsonville Baptist Church,P-3 Consulting Firm, Academy Sports.	11			\$ 0.00	Title I District funds	-	
Provide supplemental medical services for students with demonstrated needs by the Title I nurse.	11			\$ 0.00	Title I District funds	-	
Provide social work services to students and families where necessary to remove barriers to school success.	11			\$ 0.00	Title I District funds	-	

TITLE I PAGE TOTAL:	765,328.00
TI SUPPORT (1003a):	0.00
PRIORITY (TA) PAGE TOTAL:	0.00

CONSOLIDATED FUNDS PAGE TOTAL:	0.00
PRIORITY (SIG-1003g) PAGE TOTAL:	0.00
FOCUS (1003a) PAGE TOTAL:	0.00

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY AND SCIENTIFICALLY BASED RESEARCH

Conduct a comprehensive needs assessment of the entire school (including the needs of migratory children) that is based on achievement of the children in relation to the state academic content standards and the state student academic achievement standards. **Complete the charts below, providing identified needs of students based on data, and activities funded by Title I and Priority (TA) to address the identified need. Include any other relevant information, including demographic considerations. In the last column of the chart, provide the citation(s) of the scientifically based research for the effective methods, instructional strategies, and/or programs listed within the school's Title I and Priority (TA) funded activities that will be implemented in this plan.**

GENERAL SCHOOL DEMOGRAPHIC INFORMATION			
Welcome Elementary School, located in GREENVILLE School District, has an enrollment of 745.00 and serves students in grades K to 5.			
Identified Need	Data Upon Which the Identified Need Is Based	Use of Title I and Priority (TA) Funds to Address the Identified Need	Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities
To increase parental involvement in the school and their child's education.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> Provide packet of information and instructional materials at an orientation night to help prepare students for the transition from 4K to 5K. Envelopes, paper, pens, markers, books, crayons, etc. Includes \$50 for postage. Provide parent communications including newsletters, student planners with calendars to be used for school-to home communications. Prepare annual parent communications for the Parent School compact and Parent and Family Engagement Policy. Provide parent materials for the Parent Resource room and take home math and reading resources for parent events. Provide refreshments for parent meetings that support parent and family engagement activities to promote improved student academic success. Provide a Parent and Family Engagement Coordinator 0.6 FTE to assist the Title I Facilitator and staff with parent and family engagement events and translations. Provide a .5 Parent and Family Engagement Coordinator to assist the Title I Facilitator and staff with parent events and translations. Provide refreshments for parent meetings that support parent involvement in student achievement with Family Nights, Lunch and Learn activities, and during school educational days. Provide translation services for parents that do not speak English that attend parent and family engagement events and for parent teacher conferences. 	<p>Parental Involvement</p> <p>Fuerstein, Abe. 2000. "School Characteristics and Parent Involvement: Influences on Participation in Children's Schools." The Journal of Educational Research 94 (September), no. 1: 29-40</p>

To increase student achievement in English language arts.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> Employ 1 Reading and Math Intervention Teacher @ 1.0 FTE to work with 5K-5th grade students by providing focused assistance in ELA and math. Employ 1 Reading and Math Intervention Teacher @ 1.0 FTE to work with 5K-5th grade students by providing focused assistance in ELA and Math. Provide 1 Reading and Math Intervention Teacher @ 0.6 FTE to work with 5K-5th grade students by providing focused assistance in ELA and math. 	Differentiated Instruction Lawrence-Brown, D. (n.d.). Differentiated instruction: Inclusive strategies for standards-based learning that benefit the whole class. St. Bonaventure, New York: St. Bonaventure University, School of Education. Retrieved November 29, 2005, from St. Bonaventure University, School of Education Web site: http://sced.sbu.edu/Multilevel%20Instructional%20Planning.htm
To provide professional development on best practices to improve instruction.	<ul style="list-style-type: none"> Math Measure of Academic Progress (MAP) [grades K-10] Reading Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> Provide stipends to teachers for professional development offerings on-site on non-contract time 1 day. Professional development training will be instructed by Instructional Coach team to increase rigor in direct instruction models to increase student achievement in English Language Arts and Math. Long range planning to best align subject area instruction will be included as part of the training. 37 Classroom teachers will each receive two days of professional development. 2 Instructional coaches will receive three days each, for providing the training for a total of 6 days. Provide meals for on-site training using Kagan Professional Development in the area of Cooperative Learning on August 16, 2017; including strategies to increase active engagement in instruction. Training will be provided during the back-to-school workdays for teachers, so no substitutes will be required. The training will be paid for from other monies. Employ 1 Intermediate Instructional Coach to work with grades 3-5 to collaborate with teachers, provide model lessons, and guide reflections on teaching practices in literacy, math, science, and social studies. Assist teachers in analyzing data and collaborating in the PLC process; assisting teachers with building rigor in instruction, differentiation, and instructional best practices; provide classroom support through school-wide and individualized professional development and coaching cycles. This includes 10 additional days in the contract. Provide Guided Reading Training to 7 "new to staff" teachers on September 7th, October 26, and March 1. The purpose of the training is to teach best practices for Guided Reading as it pertains to direct instruction expectations in conjunction with the SC state standards. Training will include presentation of new materials, lesson planning and implementation guidance, and follow-up sessions that involve the instructor observing the teacher's instruction in class and providing "real-time" feedback to the teacher. Training will be held at the school. Expenditures may include consultant fee, substitutes and substitute fringes. 	Professional Development Desimone, L., et al. "Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study." Educational Evaluation Policy Analysis 24.2 (2002): 81-112.
To increase student achievement across core subject areas.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] 		CAI Azevedd, Roger and Robert M. Bernard. 1995. The Effects of Computer-Presented Feedback on Learning from Computer-Based Instruction: A Meta-Analysis. San Francisco: Annual meeting of the American Educational Research Association. ERIC, ED 385235

To reduce class size to provide additional individual and group instruction.	<ul style="list-style-type: none"> Math Measure of Academic Progress (MAP) [grades K-10] Reading Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 2 from 22:1 to 19:1. Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 3 from 22:1 to 19:1. Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 4 from 26:1 to 22:1. Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 5 from 26:1 to 22:1. Employ 1 teacher @ 1.0 FTE to provide higher incidence of student-teacher interaction and focused assistance by reducing class size in Grade 4 from 26:1 to 22:1. 	Reduced Class Size Reduced Class Size- Finn, F.D., Gerber, S.B., Achilles, C.M. and Boyd-Zaharias, J. (2001). "The Enduring Effect of Small Classes." Teacher College Record, 103 (2), 145-183
To increase student achievement in English language arts.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] ELA Benchmark Test [grades 1-8] AIMSweb 	<ul style="list-style-type: none"> Employ 1 Reading Intervention Teacher @ 1.0 FTE to work with 5K-5th grade students by providing focused assistance in ELA and math. 	Differentiated Instruction Lawrence-Brown, D. (n.d.). Differentiated instruction: Inclusive strategies for standards-based learning that benefit the whole class. St. Bonaventure, New York: St. Bonaventure University, School of Education. Retrieved November 29, 2005, from St. Bonaventure University, School of Education Web site: http://sced.sbu.edu/Multilevel%20Instructional%20Planning.htm
To increase student achievement across core subject areas.	<ul style="list-style-type: none"> Trend Data for ACT Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> Provide copied materials to support SC College and Career Ready standards in ELA and Mathematics. Provide classroom materials and supplies to support SC College and Career Readiness standards in ELA and Mathematics. (Materials include but are not limited to consumable materials and supplies, leveled readers, games and centers, paper for copied materials, folders, binders, index cards, post-it notes, construction paper, sentence strips, sheet protectors, tabbed dividers, erasers, colored paper, tape, chart paper, markers, dry-erase markers, handwriting paper, etc. Also included are vocabulary materials, literacy and math center components, and supplemental reading materials, books, etc. 	Technology Bush, Thomas, John Armstrong, Dan Barbrow, and Lois Ulintz. 1999. "Design and Delivery of Integrated Learning Systems: Their Impact on Student Achievement and Attitudes." Journal of Educational Computing Research 21, no. 4:475-86. (Annotated citation can be found in ERIC, EJ 606782)
To increase student achievement across core subject areas.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] Trend Data for ACT 	<ul style="list-style-type: none"> Provide a certified teacher @ 1.0 FTE to work with 5K-5th grade students by providing focused assistance in ELA and math. 	CAI Azevedd, Roger and Robert M. Bernard. 1995. The Effects of Computer-Presented Feedback on Learning from Computer-Based Instruction: A Meta-Analysis. San Francisco: Annual meeting of the American Educational Research Association. ERIC, ED 385235 Professional Development Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.)

What does the school's disaggregated data indicate as needs for migrant students? (Title I only)

NA

Priori A) Plan Assurances

School: welcome Elementary

By checking the boxes, the school/LEA assures that:

		Yes	N/A
1	The school/LEA verifies that the principal, the School Improvement Council chairperson, the district superintendent, and the district board chairman have all reviewed and approved the use of Technical Assistance funds as outlined in this plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
2	The school/LEA verifies that the school has conducted a yearly update of school performance goals as outlined in the school's five-year School Renewal Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
3	The school/LEA verifies that this school has collaborative teams which work together to assist in making school decisions and improvement initiatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
4	The school/LEA verifies that these Technical Assistance funds are being used in accordance with the provisions and guidance of the Technical Assistance Proviso.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Schoolwide Program Assurances

School: Welcome Elementary

By checking the boxes, the school/LEA assures that:

		Yes	N/A
1	By submission of this plan to the SEA, the LEA verifies this school, prior to initiating a schoolwide program, first developed (or amended a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001) a comprehensive plan for reforming the total instructional program in the school in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
2	This school plan was developed during a one-year period possibly through a planning process such as the renewal plan process under Act 135 (provided appropriate persons were involved in the planning process), unless: a) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or b) the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
3	A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
4	This plan will continue in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
5	This plan will be made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
6	If appropriate, this plan has been developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
7	Provisions will be made for the collection of data on the achievement and assessment results of students (including taking into account the needs of Migratory children as defined in section 1309 (2)) which will be disaggregated, proven to be statistically sound, and reported to the public as in accord with Section 1111 (b).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A

8	The school is subject to the academic assessment and school improvement provisions of section 1116 of the law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
9	For schools coordinating resources, the schools shall maintain records that demonstrate that the schoolwide program considered as a whole, addresses the intent and purpose of each of the Federal programs that were consolidated to support the SCW program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		Yes	N/A
10	Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
11	The school shall be found to be in compliance with comparability requirements as required in the law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
12	In a school improvement school, the school will spend not less than 10 % of the funds made available to the school under section 1113 for each fiscal year that the school in school improvement status for the purpose of providing to the school's teachers and principal high-quality professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
13	The school assures that paraprofessionals will meet the requirements of Section 1119 of the law and that the principal shall attest annually in writing to compliance with this section.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Priority (TA) Project Budget

Project No. 18BA040
 County No. 23
 District No. 01
 Federal 2
 Sub Program 01

District GREENVILLE (2301)
 School Name Welcome Elementary
 Period Begins July 1, 2017
 Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	Totals
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
262	262	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$0.00

Schoolwide Program Budget

Project No. 18BA040
 County No. 23
 District No. 01
 Federal 2
 Sub Program 01

District GREENVILLE (2301)
 School Name Welcome Elementary
 Period Begins July 1, 2017
 Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$402,544.00	\$174,050.00	\$13,000.00	\$21,817.00	\$ 0.00	\$ 0.00		\$611,411.00
Parenting/Family Literacy	188	\$29,708.00	\$15,095.00	\$ 0.00	\$2,500.00	\$ 0.00	\$ 0.00		\$47,303.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$64,392.00	\$28,822.00	\$8,600.00	\$4,800.00	\$ 0.00	\$ 0.00		\$106,614.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
262	262	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$496,644.00	\$217,967.00	\$21,600.00	\$29,117.00	\$ 0.00	\$ 0.00	\$ 0.00	\$765,328.00

Consolidated Funds Program Budget

Project No. 18BA040

County No. 23

District No. 01

Federal 2

Sub Program 01

District GREENVILLE (2301)

School Name Welcome Elementary

Period Begins July 1, 2017

Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
262	262	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$0.00