

Welcome Elementary School

2013-14 through 2017-18



Welcome Elementary

School Portfolio



Welcome Elementary School

Christine Phillips, Principal

Greenville County School District

Superintendent: Mr. Burke Royster

Welcome Elementary School

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Welcome Elementary School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*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

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Matthieu Wilson		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Chris Phillips		
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 36 East Welcome Road, Greenville, SC 29611

SCHOOL'S TELEPHONE: (864) 355-5069

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

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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: Chris Phillips
2. TEACHER: Anna Henson
3. PARENT/GUARDIAN: Kim Black
4. COMMUNITY MEMBER: Rick Menzer
5. SCHOOL IMPROVEMENT COUNCIL: Matthieu Wilson
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Position	Name
Assistant Principal	Dawn Hooker
Instructional Coach	Emily K. Thomas
Title I Facilitator	Fallon Finley
Parent	Diane Henson
Parent	Denise Richardson

***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.

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ASSURANCES FOR SCHOOL PLAN

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

X **Academic Assistance, Grades 4–12**

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

X **Parent Involvement**

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

X **Technology**

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

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.

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X **Collaboration**

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

X **Developmental Screening**

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

Half-Day Child Development

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

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

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

X **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and 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 **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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Welcome . . . to the
possibilities!

Introduction

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

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

A collaboration of stakeholders was involved in the strategic planning for school improvement. The principal and other 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, guidance and the oversight of the self-study process. This committee meets monthly and serves as the decision-making authority on reports, policies, and procedures. All stakeholders, including the staff, PTA and School Improvement Council have roles and responsibilities. Representatives from these groups serve as resource persons and provide critical and 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 celebrated and continues to be incorporated in our self-study.

Instructional Team

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

Member	Position
Chris Phillips	Principal
Dawn Hooker	Assistant Principal
Emily K. Thomas	Instructional Coach
Fallon Finley	Title I Facilitator

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Leadership Team

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

Member	Position
Chris Phillips	Principal
Dawn Hooker	Assistant Principal
Emily K. Thomas	Instructional Coach
Fallon Finley	Title I Facilitator
Amy Parker	Math Lab Teacher
Janon Myers	School Social Worker
Letha Evatt	Guidance Counselor
Cathy Turner	Math Lab Teacher
Anna Keith	Response to Intervention/SPED
Joan Garrett	Kindergarten
Julie Burnette	First Grade
Allison Ferguson	Second Grade
Elizabeth Cameron	Third Grade
Anna Henson	Fourth Grade
Maegan Watts	Fifth Grade

School Improvement Council

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

Member	Position
Chris Phillips	Principal
Dawn Hooker	Assistant Principal
Emily K. Thomas	Instructional Coach
Fallon Finley	Title I Facilitator
Amy Parker	Math Lab Teacher
Matthieu Wilson	SIC Chairperson
Janon Myers	School Social Worker
Rosa Rivera	Parent Involvement Coordinator
Rick Menzer	Community Member
Diane Henson	Community Member
Heather Cantrell	Parent
Kim Black	Parent

Please enjoy this comprehensive look at Welcome Elementary. Herein is the story of who we are and how we work together to continuously improve what we do as we prepare our students to become successful citizens and participants in their world.

Executive Summary

Student Achievement Summary

In the 2013-14 school year, there was a seven and a half percent increase in the number of students scoring Met and Exemplary in Writing, to our highest level in the past three years. In Reading, the percentage of students scoring Met and Exemplary dropped by eleven percent. In math, there was a decrease in the number of students scoring Met and Exemplary. In Science, the percentage of students meeting the standard dropped by thirteen percent. The percentage of students meeting the standard in Social Studies has remained consistent for the past three 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 remains high at a 97%, up from 93.6% rate last year. The percentage of teachers with advanced degrees has decreased slightly due to the number of first year teachers that have been hired. The percentage of teachers returning has reached its' highest level since the 2008-09 school year.

School Climate Summary

In 2013-14, the number of parents satisfied with the learning environment reached the highest percentage in the past three years. Of our fifth grade students and parents, 94.9% of students and 94.3% of parents feel safe at school during the school day. Ninety-seven percent of our teachers feel safe at school, down from 100% last year. In January of 2013, additional school safety measures were added to all Greenville County elementary schools. These include law enforcement walkthroughs, security cameras, locking of all school doors, and increased security measures when visitors come to the schools.

Challenges

In the past five years, the student enrollment at Welcome has grown from 637 students to 783 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 two years. One of our greatest challenges is in our special education disabled population in the areas of ELA, Math, Science, and Social Studies on PASS. The disabled population scored significantly below the Annual Measurable Objective for this year in all of these areas. Our Limited English Proficient and Subsidized Meals students scored below the Annual Measurable Objective in all academic areas. There has been a large drop in student performance in ELA from 2013 to 2014 as well.

Significant Awards and Accomplishments

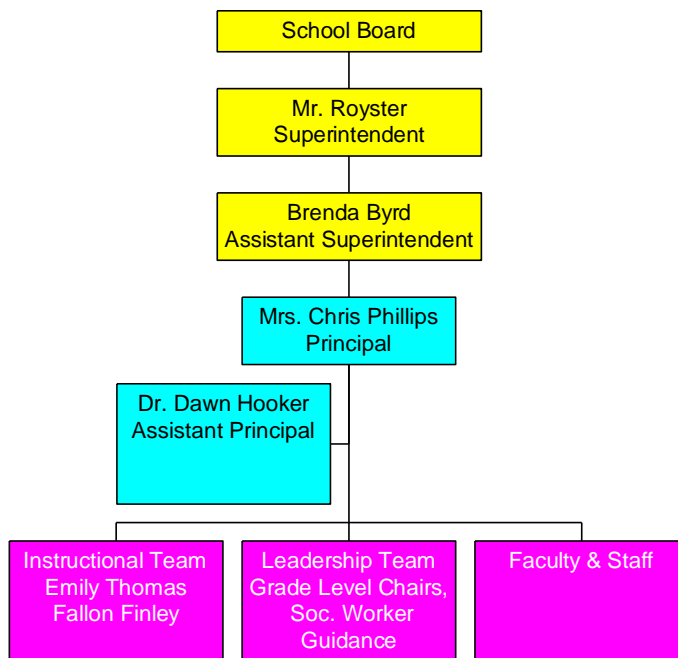
Welcome Elementary faculty and staff strive to accelerate our students' academically and socially, as well as enhance their learning environment. They have worked hard to acquire a variety of grants to enrich our students' educational experience, as listed below:

- Childers Award for 1st Year Teaching Excellence, Amy McGreevy 2014-15
- Palmetto Silver Award for General Performance 2001, 2012
- Title I Reward School for Performance, 2012-13
- Safe Schools Award 2011-12, 2012-13
- Energy Conservation Award 2011-12, 2012-13
- Belk Charity Day, 2013, 2014
- Fresh Fruits and Vegetables Snack Grant 2012-2015
- Donor's Choose Grants:
 - Reading Our Way to Success 2013-2014
 - Readers Become Learners 2014-2015
 - Ceramic Tools for Title I Schools 2014-2015

School Profile

Welcome Elementary is a Title I school with 785 students in five-year-old Kindergarten through 5th grade. We are ethnically diverse with a student population consisting of 37% African American, 24% Caucasian, 34% Hispanic, and almost 5% from two or more races. Slightly over 98% of our student population participates in the free or reduced lunch program. We serve 230 students identified as limited in their English proficiency, have 71 students identified with learning disabilities, and 81 students are receiving speech services. School leadership includes a principal with 7 years of experience at Welcome and an assistant principal in her first year at Welcome.

Local and School Leaders



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

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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.

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:

- Two computer labs, utilized for a primary and intermediate math 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 13 desk top student computers, 9 laptops, 96” Promethean Board, wireless access
- Family Literacy Lab in Media Center
- Professional Development Room for teachers in the media center
- 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

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- Large playground with equipment, track, and basketball court
- Separate playground area for kindergarten students
- Landscaped courtyard and picnic area used for educational purposes

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 Home: Principal's bi-weekly newsletter
- calendar
- weekly teachers' newsletters to parents
- a school website
- individual teachers' websites
- the school marquee
- student/parent handbook
- Welcome Times: Title I quarterly 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:
 - Back to School Night
 - Open House – Book Fair
 - Challenge/Special Education/Speech
 - Holiday Program
 - Title I Parent Meetings
 - Lunch and Learn sessions with the Title I facilitator on various topics
 - Family Reading/Writing Night
 - Science Fair Night
 - Math Nights
 - Showcase of Talent (Related Arts Night)
 - Parent Conferences

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- Parent resources available for check out
- A Guide to Community Services is available for families to reference
- PTA General Assembly Meetings
- Open door policy of all school administrators
- Grandparents Day
- 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, preparing the school newsletter, serving on the PTA Board & School Improvement Council, Careers on Wheels, and Field Day. Our parents also help with school beautification and Red Ribbon Week activities.

Business Partnerships

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

- Partners for Public Education (PEP)
- Welcome Baptist Church
- Mentor Greenville
- Communities in School
- UPS
- 4H, Clemson Extension
- Junior Achievement
- Bank of Travelers Rest
- InnerVision
- Barnes and Noble
- Target
- Belk
- Lowes Toolbox for Education
- Papa John's
- Sheriff's Department
- Big O Dodge
- Fastenal
- Parker Fire Department
- GCSD Maintenance
- Medshore Ambulance Service
- SC National Guard
- Yellow Cab
- Hawkins Towing
- Kona Ice

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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. Our teacher population is 90% Caucasian female, 7% Caucasian male, and 3% African American female.

Education Level	Number of Teachers
BA and/or BS	22
BA +18	3
Master's	29
Master's + 30	6
PhD	1
National Board Certified	2

Years of Experience	Number of Teachers
1-5	29
6-10	11
11-15	3
16-20	5
21+	12

School Personnel Information: SDE School Report Card

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers with advanced degrees	52.1	51.1	61.9	66.0	63.0	60.8
Continuing contract teachers	77.1	86.7	92.9	76.6	65.2	68.6
Teachers returning from previous year	87.8	85.4	84.7	85.5	85.8	88.5
Teacher attendance rate	95.5	96.9	96.4	95.6	93.6	97.0

The percentage of teachers with advanced degrees has dropped since the 2011-12 school year. The percentage of continuing contract teachers increased this past year because we are hiring more teachers that are new to the profession to keep up with our growing enrollment. The teachers returning from the previous year and our teacher attendance rate has increased.

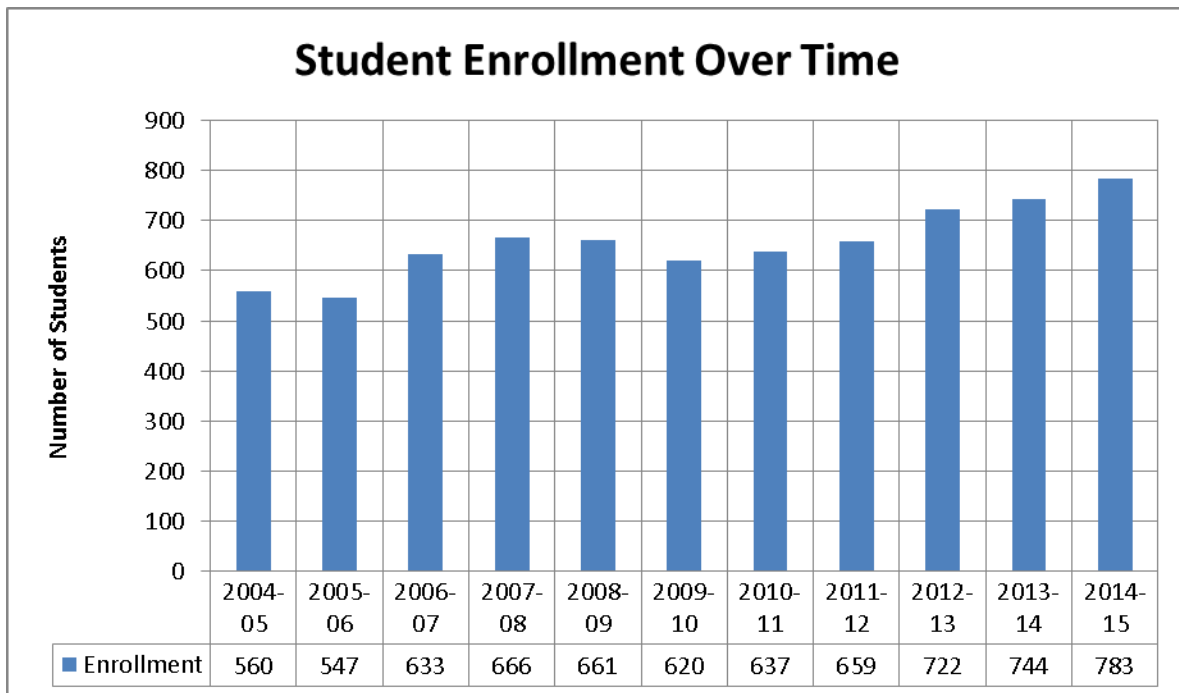
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Student Population Data

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.

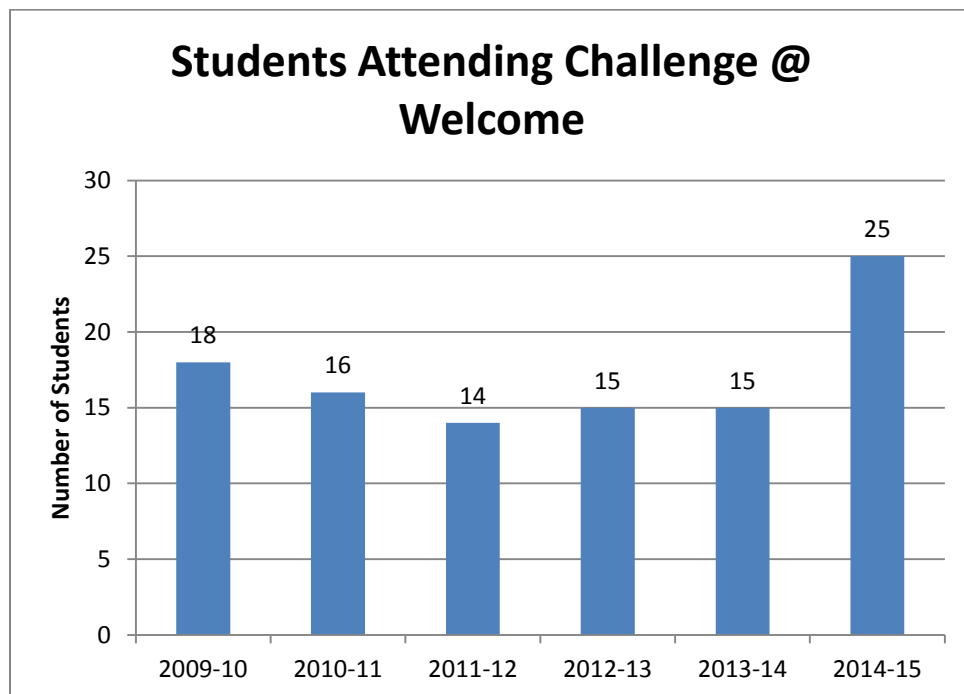
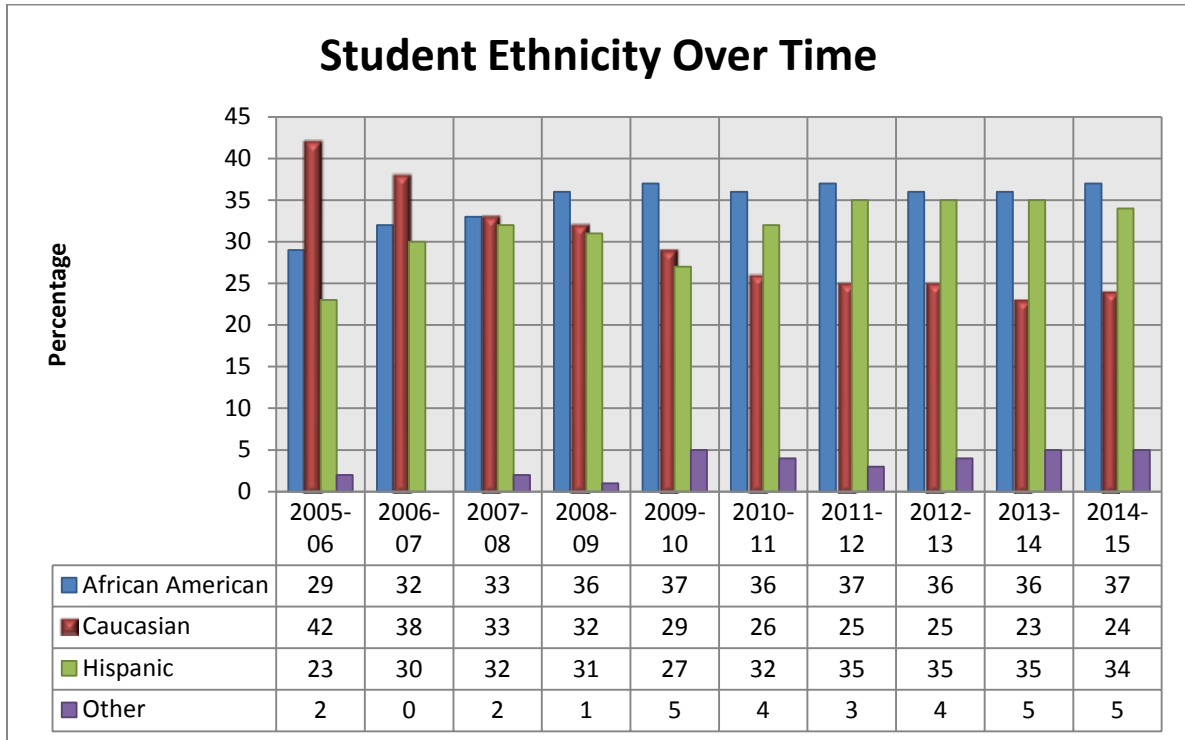
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Student retention rate	1.9	1.1	0.8	0.9	1.0	0.8
Student attendance rate	96.4	96.1	96.3	96.8	96.5	96.7
Eligible for gifted and talented program	6.6	5.5	5.1	N/AV*	2.1	2.9

*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.

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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. The number of students who qualify for the gifted program is at its highest number this year!

Major Academic and Behavioral Programs

- 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.
- Fountas & Pinnell
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. All Greenville County Schools must implement the Fountas & Pinnell system beginning in the fall of 2013. Training is provided by Heinemann consultants throughout the implementation year with professional development and coaching.
- 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 Flip cameras, 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.
- Accelerated Reader (AR)
AR is a computer program that helps teachers manage and monitor a child's independent reading practice. Students pick books at their own reading level, reading them at their own pace. When finished, students take a comprehension quiz on the computer. AR software tracks progress and provides feedback, which teachers can then use to help students set goals for continued improvement.

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- Response to Intervention (RtI)

The Response to Intervention program (RTI) provides students having reading difficulties thirty minutes of researched based instruction daily. Our RTI program serves approximately 150 students in kindergarten, first, second, and third grade throughout the year. Students graduate from the program once the reading goal is attained. Welcome Elementary has three reading intervention teachers and a Literacy Specialist, who also teaches primary intervention.

- 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) was implemented at Welcome Elementary for two years. 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 “Starbucks” to reward individual appropriate action, “stars” for whole group good behavior, and “bounce backs” for reflective writing on inappropriate choices. 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 will be trained in June of 2015.

- 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 April.

- Breakfast Club

There are 93 students taking part in the “Breakfast Club” each week. The students get their breakfast and go to the computer lab where they work on Compass Odyssey. Each student has individualized activities in their “compass backpack” that are geared

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towards increasing MAP and PASS scores. Participants are selected on the basis of their MAP scores with those students scoring borderline “met” or “proficient” given priority over those who are not “on the borderline.”

- 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 iPad Initiative 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 iPad Initiative 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

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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.

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 Common Core 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 & Needs Assessment

SDE School Report Card

PASS Performance Levels: All Students						
Reading	2009	2010	2011	2012	2013	2014
% Met/Exemplary	65.6	65.0	65.7	66.4	70.0	59.0
Exemplary	23.5	28.1	28.5	30.1	26.2	21.0
Met	40.1	36.9	37.2	36.3	43.8	38.0
Not Met	36.4	35.0	34.3	33.6	30.0	41.0
Math	2009	2010	2011	2012	2013	2014
% Met/Exemplary	64.8	61.6	66.8	69.5	64.5	62.3
Exemplary	19.9	24.3	30.0	25.9	23.1	26.9
Met	44.9	37.3	36.8	43.6	41.4	35.4
Not Met	35.3	38.4	33.2	30.5	35.5	37.7
Writing	2009	2010	2011	2012	2013	2014
% Met/Exemplary	57.7	57.7	64.0	60.3	57.1	64.6
Exemplary	21.7	21.7	25.0	28.0	17.9	18.0
Met	36.0	36.0	39.0	32.3	39.2	46.6
Not Met	42.3	42.3	36.0	39.8	43.0	35.4
Science	2009	2010	2011	2012	2013	2014
% Met/Exemplary	51.1	53.9	49.4	61.1	60.2	47.2
Exemplary	3.4	8.3	6.5	10.5	9.1	6.6
Met	47.7	45.6	42.9	50.6	51.1	40.6
Not Met	48.9	46.1	50.5	39.0	39.8	52.8
Social Studies	2009	2010	2011	2012	2013	2014
% Met/Exemplary	48.1	58.3	58.9	69.1	69.6	69.7
Exemplary	12.1	12.1	21.3	19.7	17.4	18.5
Met	36.0	46.2	37.6	49.4	52.2	51.2
Not Met	42.3	41.8	41.0	30.9	30.4	30.3

Reading

- Increase in the percentage of students scoring Not Met
- Decrease in the percentage of students scoring Met
- Decrease in the percentage of students scoring Met/Exemplary

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Math

- Decrease in the percentage of students scoring Met and Exemplary
- Increase in the percentage of students scoring Not Met

Writing

- The scores indicated for 2009, 2010, and 2013 include third, fourth, and fifth grade students participating in the Writing portion of PASS. In 2011 and 2012, only fifth grade students participated in PASS Writing.
- Increase in the percentage of students scoring Met and Exemplary
- Decrease in the percentage of students scoring Not Met

Science

- Increase in the percentage of students scoring Not Met
- Decrease in the percentage of students scoring Exemplary

Social Studies

- Increase in the percentage of students scoring Met
- Decrease in the percentage of students scoring Exemplary

ESEA Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area result to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school. More information can be found at <https://ed.sc.gov/data/report-cards/>

School Report Card Ratings Over a 6-Year Period			
Year	Absolute Rating	Growth Rating	Overall Points/Grade
2014	Average	Good	68.4/D
2013	Average	Average	47.4/F
2012	Average	Good	98.3/A
2011	Average	Average	
2010	Average	Average	
2009	Average	Average	
2008	Below Average	At-Risk	

PASS 2012 Performance by Group						
Subgroups	ELA Mean	Math Mean	Science Mean	SS Mean	ELA % Tested	Math % Tested
All	642.9	641.3	613.8	626.7	100.0	100.0
Male	640.8	644.3	619.1	630.3	100.0	100.0
Female	645.1	638.1	608.5	622.7	100.0	100.0
White	662.4	658.4	634.3	633.8	100.0	100.0
African American	636.4	631.5	602.5	622.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	636.0	640.0	612.4	626.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	608.8	604.3	591.4	598.0	100.0	100.0
Limited English Proficient	635.1	639.4	611.7	625.5	100.0	100.0
Subsidized meals	640.3	639.3	610.6	626.0	100.0	100.0
Annual Measurable Objective	630.0	630.0	630.0	630.0	95.0	95.0

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PASS 2013 Performance by Group						
Subgroups	ELA Mean	Math Mean	Science Mean	SS Mean	ELA % Tested	Math % Tested
All	641.0	633.0	606.8	626.9	100.0	100.0
Male	636.7	632.5	610.5	627.7	100.0	100.0
Female	644.9	633.4	603.2	626.4	100.0	100.0
White	663.9	654.6	628.0	638.0	100.0	100.0
African American	634.3	620.3	596.9	617.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	633.8	632.9	603.5	629.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	614.3	600.0	583.6	605.2	100.0	100.0
Limited English Proficient	634.2	633.3	605.1	629.7	100.0	100.0
Subsidized meals	639.0	631.2	605.1	625.3	100.0	100.0
Annual Measurable Objective	635.0	635.0	635.0	635.0	95.0	95.0

PASS 2014 Performance by Group						
Subgroups	ELA Mean	Math Mean	Science Mean	SS Mean	ELA % Tested	Math % Tested
All	615.7	622.9	599.2	623.0	100.0	100.0
Male	609.5	616.1	594.1	621.8	100.0	100.0
Female	621.0	628.6	603.3	624.0	100.0	100.0
White	640.5	644.2	624.9	636.0	100.0	100.0
African American	602.0	608.8	586.3	608.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	613.4	623.2	595.0	628.7	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	587.6	582.8	578.5	602.7	100.0	100.0
Limited English Proficient	612.8	623.3	596.9	629.1	100.0	100.0
Subsidized meals	614.1	620.4	596.6	621.4	100.0	100.0
Annual Measurable Objective	640.0	640.0	640.0	640.0	95.0	95.0

Welcome Elementary School

ITBS

ITBS Percentile Rank of Average SS: National Student Norms					
	2010	2011	2012	2013	
Reading Comprehension	39	48	48	50	
Math Concepts	29	33	34	33	
Math Problems	28	34	33	37	

In the fall of 2014, changes were made to the assessment, moving from ITBS to Iowa. The areas of assessment also changed, as indicated in the following chart.

ITBS Percentile Rank of Average SS: National Student Norms					
	2014				
Reading	34				
Vocabulary	2				
Math	33				

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 Comprehension, Math Concepts, and Math Problems scores have remained consistent for the past three years.

Teacher and Administration Quality

Welcome Elementary Professional Development Calendar 2014 - 2015			
Date	Time	Topic	Attendees
8/11/2014	8:00 – 2:00	Data Driven Instructional Planning; Instructional Team	All classroom teachers
8/13/2014	10:00 – 12:00	Navigating Rubicon; Cathy Hale	All Faculty
8/15/2014	8:00 – 10:00	iPad Management & Community Building; Gresham Brown	All Faculty
9/3/2014	3:30 – 4:30	Benchmarking Basics; Emily Thomas & Lindsey Phillips	New teachers to Welcome
9/4/2014	3:15 – 4:15	Classflow; Gresham Brown	Optional to all teachers; five attended
9/17/2014	3:00 – 5:00	Google Website Creation; Cathy Turner facilitated videos from district	Optional to all teachers; 13 attended
9/23/2014	During Planning	AirServer Training; Gresham Brown	All Faculty
9/24/2014	4:00 – 5:00	Continuum Conversations; Paula Burgess	Intermediate teachers
10/6/2014	3:15 – 4:15	Word Study; Paula Burgess	Fourth & Fifth grade teachers
10/7/2014	7:45 – 2:30	Guided Reading; Paula Burgess	Primary teachers new to grade level and/or Welcome
10/8/2014	3:15 – 4:15	Continuum for Literacy Learning; Paula Burgess	Primary teachers
10/13, 10/14, 10/15, 10/16, 10/20, 10/21	7:45 – 2:00	Data Days; Data review, goals, common assessments, planning; Emily Thomas	All faculty
11/21/2014	7:45 – 2:30	Guided Reading; Paula Burgess	Intermediate teachers new to Welcome
1/21/2015	3:00 – 5:00	Notebooking; Tami Finley	All faculty
1/12, 1/14, 1/15, 1/20, 1/21, 1/22	Title I Planning Days	Student Centered Assessments & ACT Aspire Overview; Emily Thomas	All classroom teachers

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1/13/2015	11:30 – 2:30	Technical Assistance Day: Inclusive Practices; John Walsh	2 teachers from grades 3,4,5; SPED
2/4/2015	3:15 – 4:15	De-escalation Strategies; Kevin Washington	Optional; 37 attended
3/20/2015	During Planning	Comprehension Through Guided Reading; Dianne Wesselhoft & Paula Burgess	All classroom teachers

Welcome Elementary Professional Development Calendar 2015 – 2016

The current Welcome Elementary Professional Development 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.**

Welcome Elementary will have a new Principal and Assistant Principal for the 2015-16 school year. The new administration will have the opportunity to create a vision for professional development.

Date	Time	Topic

Greenville County School District Focus for Professional Learning: 2015-16

Principals and Instructional Coaches

Assessment Systems

- Classroom systems
- Effective PLCs and Data Teams
- Diverse Learners

Student-Centered Coaching

- Data as an essential component
- Enhancing teacher leadership
- Strategies for Coaches

Student-centeredness, continued

- Assessment systems

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- Student-Centered Coaching
- Student Support Systems: Multi-tiered System of Supports (MTSS)
- Inclusive Practices

Stakeholder-Specific Support

Legal issues in Special Education (IDEA)

- Roles and responsibilities of the LEA rep.
- Understanding Section 504

Research and Quality Assurance

- Grant writing and resources
- ESEA/Federal Accountability
- State and District testing
- Data analysis

School Climate Needs Assessment

Percent Satisfied with Learning Environment School Report Card Data						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers	86.2%	86.2%	77.3%	96.6%	95.1%	91.5%
Students	85.9%	93.9%	81.4%	93.9%	82.0%	97.6%
Parents	82.6%	89.7%	78.7%	88.6%	90.5%	92.5%

In 2013-14, the number of fifth grade students satisfied with the learning environment declined. Fifth grade parents completing the survey have varied over the past four years and we are proud to achieve the district goal of a ninety percent satisfaction rate this year.

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

In January of 2013, additional school safety measures were added to all Greenville County elementary schools. These include law enforcement walkthroughs, security cameras, locking of all school doors, and increased security measures when visitors come to the schools. These measures have most likely increased the percentage of teachers and parents who feel safe during the school day.

Welcome Student Attendance Rate School Report Card Data	
School Year	Percentage
2008-09	96.4%
2009-10	96.1%
2010-11	96.3%
2011-12	96.8%
2012-13	96.5%
2013-14	96.7%

The Welcome Elementary students have maintained a 96% attendance rate since 2008. Welcome has many attendance incentives in place for students and the school Social Worker works with parents of students with attendance issues.

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 ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

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

Baseline data to be established in 2014-15.

Welcome Elementary School

ACT ASPIRE ENGLISH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

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

Baseline data to be established in 2014-15.

Welcome Elementary School

ACT ASPIRE 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 ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

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

Baseline data to be established in 2014-15.

Welcome Elementary School

ACT ASPIRE 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 ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

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

Baseline data to be established in 2014-15.

Welcome Elementary School

ACT ASPIRE % 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 ACT Aspire.

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

DATA SOURCE(S): ESEA 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				
Subsidized Meals				

Baseline data to be established in 2014-15.

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% 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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – 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				
Subsidized Meals				

*Baseline data to be established in 2014-15.

Welcome Elementary School

% 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				
Subsidized Meals				

Baseline data to be established in 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): ESEA Federal Accountability and SDE School Report Card

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

*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): ESEA Federal Accountability and SDE School Report Card

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

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

Welcome Elementary School

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	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	34 th percentile			

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

Welcome Elementary School

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Teachers will use SC College and Career Ready Standards when constructing lesson plans.	2015-16	Teachers Administrators Instructional Coach			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.	2013-16	Teachers Administrators Instructional Coach		District	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, data recorded on triangulation sheets, observations by coaches and administrators
Provide early intervention literacy instruction for identified students in	2013-16	Administrators Interventionists	\$182,120	Title I (3 teachers)	AIMSweb, MAP, PASS data; interventionist

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kindergarten through third grade.		Title I Facilitator		District (1 assistant)	lesson plans, observations by coaches and administrators
Students work in small groups on math lessons dedicated to extending mathematical thinking and problem solving.	2014-16	Primary & Intermediate Math Lab Teachers Title I Facilitator	\$168,146	Title I (2 teachers)	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 Coach Teachers	\$4,000	General Fund	Raz-kids reports; teacher lesson plans
Continue to implement Author's Teas for students to share writing with their families.	2013-16	Instructional Coach Teachers	\$50	Local Funds	Lists of participants and sign in sheets
Students use Accelerated Reader to increase the number of books they read and improve reading skills.	2013-16	Media Specialist Teachers	\$3,600	General Fund	Accelerated Reader reports; quarterly awards and recognition
Provide access of	2013-16	Administrators	\$15,000	Title I	Teacher lesson

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appropriate materials, including leveled text, benchmarking materials, math manipulatives, and science kits to support curriculum standards to teachers.		Title I Facilitator Instructional Coach Teachers	\$5,000 \$3,590	General Fund District Fund	plans, observations by administrators and coaches, materials requests/orders
Instructional Coach will be utilized in order to improve instructional strategies implemented by classroom teachers.	2013-16	Administrators Instructional Coach		District (1 Coach)	Grade level professional development meeting agendas, classroom observation logs, model lessons, professional development calendars; curriculum meeting agendas
District Curriculum Specialists, Instructional Coach and Math coach will provide training to help teachers identify and understand the shifts in the implementation of SC College & Career	2013-16	Administrators Instructional Coach District Curriculum Specialists		District	Meeting agendas; handouts, professional development calendars

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Ready Standards.					
Fourth and fifth grade students will utilize the Virtual Science Lab weekly.	2013-16	Melanie Dixon, Virtual Science Lab Teacher Teachers		District	Teacher lesson plans
Weekly grade level planning meetings to develop common assessments and reteaching strategies.	2013-16	Administrators Instructional Coach Math Coach Teachers			Weekly planning agendas 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.	2013-16	Administrators Instructional Coach 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

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The administrative team will continue to improve their knowledge of skills and strategies by attending meetings, workshops, and conventions.	2013-16	Administrators	\$3,700	District PD Fund	District professional development opportunities, SCASA, Principal/AP/IC meetings
Identified students in third through fifth grade are given the opportunity to participate in the Breakfast Club Tutorial Program.	2013-16	Administrators Title I Facilitator Two Tutorial Teachers	\$9,500	Title I	Student achievement data on MAP and PASS
Identified students in third through fifth grade are given the opportunity to participate in a twelve week after school program to concentrate on math, ELA, and STEM skills.	2015-16	Administrators Title I Facilitator	\$73,912	Title I	Student achievement data on ACT
Reduced class size in first, second, third, fourth, fifth grades to increase teacher and student interactions.	2013-16	Administrators Teachers	\$258,272	Title I (5 teachers) State (2 teachers)	AIMSweb, MAP, PASS data, observations from administrators and instructional coaches

Welcome Elementary School

Provide an opportunity for rising kindergarten students to visit the school and take home materials and multiple books to improve readiness skills.	2013-16	Instructional Coach Title I Facilitator	\$1,000	Title I	Agenda from meeting, letter sent to prospective students
Teachers and students utilize magazines, including National Geographic, SS Weekly, Time for Kids, Scholastic News to increase the amount of informational text read.	2013-16	Title I Facilitator Instructional Coach Teachers	\$12,000	Title I	Teacher lesson plans; observations from administrators and instructional coaches
ESOL support services are provided for identified students through RtI instruction or the inclusion model.	2013-16	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)	2013-16	Administrators Title I Facilitator Instructional Coach	\$1,600	Title I	Teacher lesson plans, observations from administrators and instructional coaches

Welcome Elementary School

		Teachers			
Students are given the opportunity to participate in the Welcome Summer reading program.	2013-16	Media Specialist	\$100	General Fund	Completed Summer Reading logs
Provide grade level planning days for staff development training to teachers in best practices, data analysis, and research based instruction in all content areas.	2013-16	Administrators Title I Facilitator Instructional Coaches Teachers	\$8,820	Title I	Professional development training agendas, teacher lesson plans
Teachers will continue to analyze achievement data gathered from ACT, SCPASS, MAP, and other benchmark assessments to identify and determine appropriate instructional strategies.	2013-16	Administrators Title I Facilitator Instructional Coach Teachers			Data recorded on triangulation sheets; professional development meeting agendas; teacher lesson plans
Provide support services (School Guidance, Social Worker, Greenville Mental Health,	2013-16	Administrators Social Worker			Logs indicating services provided

Welcome Elementary School

Communities in Schools) to students and families where necessary.		Guidance Counselor Mental Health Counselor Communities in Schools			
Special education and ESOL services will incorporate the inclusion model of instruction when appropriate.	2013-16	Administrators SPED Teachers ESOL Teachers Teachers			Teacher schedules, IEPs, classroom observations, grade level minutes
Capturing Kids Hearts provides tools for staff members to build positive, productive, trusting relationships-among themselves and with their students.	2015-16	Administrators Title I Facilitator Teachers		District Title I Funds	Professional development training agendas, sign in sheets

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 Common Core 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%			

*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			

Welcome Elementary School

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
District professional development opportunities will be communicated to all faculty members.	2013-16	Administrators Instructional Coach			District professional development meeting calendars, district meeting agendas, Summer Academy catalogs, Portal attendance re
Provide school-wide training in Balanced Literacy, through Fountas & Pinnell.	2013-16	Administrators Instructional Coach		District	Portal attendance records, meeting agendas, Professional Development calendars
Provide training on SC College and Career Ready Standards in relevant subject areas.	2013-16	Administrators Instructional Coach			Portal attendance records, meeting agendas, Professional Development calendars
Provide a leveled library with a balance of literary and informational text.	2013-16	Administrators Instructional Coach	\$10,000	Title I General Fund	Teacher lesson plans, classroom observations, grade level planning minutes

Welcome Elementary School

		Title I Facilitator			
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Welcome Elementary School

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

	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				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

Welcome Elementary School

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of fifth grade 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 points and then maintain 90% annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #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				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

Welcome Elementary School

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 to 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 – Question #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				
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				

Welcome Elementary School

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 in 2012 to 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 – Question #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				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

Welcome Elementary School

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of fifth grade 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 – Question #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				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

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STUDENT SATISFACTION – SAFETY

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

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

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

DATA SOURCE(S): SDE School Report Card Survey results – Question #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				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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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(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #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				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

Welcome Elementary School

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide monthly school wide attendance incentives	2013-16	Title I Social Worker	\$2,500	General Fund	Monthly PowerSchool attendance reports
Conduct attendance intervention conferences with parents/guardians regarding excessive tardies or absences	2013-16	Administrators Title I Social Worker			Conference logs, PowerSchool attendance reports
Provide Parent SC College & Career Ready Standards informational workshops	2013-16	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.	2013-16	Administrators Teachers Webmaster Parent Involvement Coordinator			Newsletters, website, grade level meeting minutes

Welcome Elementary School

Maintain current school and teacher websites with current events and expectations to all stakeholders.	2013-16	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.	2013-16	Administrators Guidance Counselor			Guidance lesson plans, survey results
School Administrators will meet with fifth grade Student Council representatives to discuss the current survey results.	2013-16	Administrators Fifth grade students Fifth grade teachers			Meeting agendas and notes, survey results
Principal will meet with the Faculty Council to discuss survey results and develop an improvement plan.	2013-16	Administrators			Meeting agendas and notes, survey results

Welcome Elementary School

The Instructional Coach will meet with all teachers to discuss instructional curriculum concerns as communicated on the survey.	2013-16	Instructional Coach Teachers			Meeting agendas and notes, survey results
Administration will provide Cyber-bullying and internet safety workshops for parents	2013-16	Administrators Local law enforcement			Workshop agendas and meeting minutes, notification documentation
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	2013-16	Administrators Teachers Parents Students Local law enforcement Visitors			School Safety Plan, safety drill logs, first responder training, sign in register

2013-14 School Report Card for Welcome Elementary

<https://ed.sc.gov/data/report-cards/2014/elem/c/e2301095.pdf>

2013-14 ESEA (Federal Accountability Rating System)

<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301095>