

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

School: Andrews Elem

District: GEORGETOWN

Percent Poverty: 94.26%

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>
Renee Cooper	Meredith Rodgers	Parents
Jessica Morris	Vickie Tisdale	Community Members
Pam Brett	Denetria Middleton	Teachers
Adrienne Watford	NOT REQUIRED	Principal
Genia Smith, Director Student Performance	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Shand Altman, Guidance Counselor	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Michelle Marshall, Teacher	NOT REQUIRED	Priority (TA) Providers - ( Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Linda Coker, Bookkeeper	Tara Ward, Assistant Principal	Other School Staff
		Students, <b>NOT REQUIRED</b> because it is NOT a High School
<b>Others:</b>		
Tawanna Grant		

## 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.**

Annually, individual student assessment results, including interpretation of those results to the parents of children participating in MAP, SC Ready Reading, SC Ready Math, SC Ready Writing, SC Ready Science, and SC Ready Social Studies testing, will be provided by the principal, teachers, and/or the guidance counselor through 3 scheduled conferences quarterly. These reports are sent home with students with telephone contacts to discuss with parents. Curriculum nights, home visits, PTO meetings, open houses, student reports, home reports, and parenting workshops will serve as additional opportunities to keep parents fully abreast of all state and local assessment results. Parenting tips, newsletters, and student handbooks will be provided to parents as a medium for communicating curriculum objectives/standards/and suggestions for assisting and preparing students for testing. All parents, students, and teachers sign a parent/student/school compact annually. State Assessment Results including SC Ready, CoGat, MAP, and any benchmarks are communicated via a conference with the parents. Letters are sent home explaining results when parents are not present for conferences (small number of parents) in a language parents understand. Ongoing communication is provided in the areas of a student's strengths and weaknesses. These conferences are initiated by parents or teacher or both.

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

**District:** GEORGETOWN

Application: Title I Regular - 2018

**School:** Andrews Elem

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
<b>Title I</b>							
Integrate science into language arts and math content areas using writing skills and techniques in grades K-5 to support the district standards-based curriculum guides. These funds will allow leveled books to support reading in the content area for students.	1		Instructional Materials and Supplies	\$ 3,150.00	Title I	100 - 410	Reading MAP, Math MAP, Classroom observations
Provide instructional materials in ELA to support the Balanced Literacy program in grades K-5. Purchase class sets of children's literature and nonfiction books based on the components of a balanced literacy program. Leveled literacy intervention booster kits, additional copies of big books/lap books and replacement books for the leveled literacy intervention kits will also be purchased. The purchase of the orange and green leveled literacy intervention booster kits will help to provide daily, intensive, small-group instruction for struggling readers in kindergarten through second grade. The overlapping levels in each of these kits will offer teachers additional texts to support the needs of their students who need strong literacy support. The additional copies of the big books/lap books, as well as the replacement books, will give our teachers additional resources to implement leveled literacy interventions into more classrooms and in return be able to serve more of our struggling students. These materials are designed to meet students who are falling below grade-level expectations in reading.	1		Instructional Materials and Supplies	\$ 15,868.00	Title I	100 - 400	Reading MAP, DRA, Sc Ready Math and Reading, Fountas and Pinelle Reading
Integrate technology into classroom instruction by purchasing 1 interactive projector @ \$2800, stylus pens for use with promethean boards in the classrooms @ \$220, and 50 headphones to use with laptops @ \$650. This is above and beyond the district allocation.	1		Equipment	\$ 2,800.00	Title I	100 - 500	Reading MAP, Math MAP, ELA Test, Math Test
			Instructional Materials and Supplies	\$ 870.00	Title I	100 - 400	
			Salary	\$ 32,000.00	Title I	100 - 110	Reading

Employ 1 teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 2. Reduce student-teacher ratio from 21:1 to 18:1. Nease	2		<table border="1"> <tr> <td>Benefits</td> <td>\$ 15,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Substitute Salary</td> <td>\$ 700.00</td> <td>Title I</td> <td>100 - 311</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>100 - 650</td> </tr> </table>	Benefits	\$ 15,000.00	Title I	100 - 200	Substitute Salary	\$ 700.00	Title I	100 - 311	Benefits	\$ 150.00	Title I	100 - 650	MAP,Math MAP,SC Ready Writing,SC Ready Math,SC Ready Reading												
Benefits	\$ 15,000.00	Title I	100 - 200																									
Substitute Salary	\$ 700.00	Title I	100 - 311																									
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Employ 1 Teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 4. Reduce student-teacher ratio from 21:1 to 18:1. Gasque	2		<table border="1"> <tr> <td>Salary</td> <td>\$ 32,000.00</td> <td>Title I</td> <td>100 - 110</td> </tr> <tr> <td>Benefits</td> <td>\$ 15,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>100 - 650</td> </tr> <tr> <td>Substitute Salary</td> <td>\$ 700.00</td> <td>Title I</td> <td>100 - 311</td> </tr> </table>	Salary	\$ 32,000.00	Title I	100 - 110	Benefits	\$ 15,000.00	Title I	100 - 200	Benefits	\$ 150.00	Title I	100 - 650	Substitute Salary	\$ 700.00	Title I	100 - 311	Reading MAP,Math MAP,ELA Test,Math Test,Classroom observations ,Classroom observations ,SC Reading Math,SC Reading Writing,Classroom observations ,SC Ready Reading,Fountas and Pinnell Reading								
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Increase amount and quality of learning time by providing extended school year learning for students in grades K-5. These activities are for summer enrichment instruction for students by teachers at \$25 an hour. This will allow 24 days 5 Teachers per day (6 hours daily) of instruction in a small group setting for students who need remediation. Supplies will include paper, manipulatives, and writing utensils. Transportation will be provided for the 24 days of tutoring. 2 Bus driver for 4 hours daily plus benefits and mileage that is paid to the state for 2 buses.	2		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 2,000.00</td> <td>Title I</td> <td>100 - 400</td> </tr> <tr> <td>Salary</td> <td>\$ 18,000.00</td> <td>Title I</td> <td>100 - 118</td> </tr> <tr> <td>Benefits</td> <td>\$ 6,708.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Salary</td> <td>\$ 3,000.00</td> <td>Title I</td> <td>271 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 1,290.00</td> <td>Title I</td> <td>271 - 200</td> </tr> <tr> <td>Mileage</td> <td>\$ 4,800.00</td> <td>Title I</td> <td>271 - 300</td> </tr> </table>	Instructional Materials and Supplies	\$ 2,000.00	Title I	100 - 400	Salary	\$ 18,000.00	Title I	100 - 118	Benefits	\$ 6,708.00	Title I	100 - 200	Salary	\$ 3,000.00	Title I	271 - 100	Benefits	\$ 1,290.00	Title I	271 - 200	Mileage	\$ 4,800.00	Title I	271 - 300	Reading MAP,Math MAP,Fountas and Pinnelle Reading
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Employ 1 Teacher @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 5. Reduce student-teacher ratio from 28:1 to 22:1. Plexico	2		<table border="1"> <tr> <td>Salary</td> <td>\$ 45,000.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 20,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Substitute Salary</td> <td>\$ 700.00</td> <td>Title I</td> <td>100 - 311</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>100 - 650</td> </tr> </table>	Salary	\$ 45,000.00	Title I	100 - 100	Benefits	\$ 20,000.00	Title I	100 - 200	Substitute Salary	\$ 700.00	Title I	100 - 311	Benefits	\$ 150.00	Title I	100 - 650	Reading MAP,Math MAP,ELA Test,Math Test,Classroom observations ,Classroom observations ,Classroom observations ,Classroom observations ,Sc Ready Reading								
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<p>Provide instructional materials in math and reading that will provide an enriched curriculum to include grades K-5. Expenditures may include software site license required) to support the Accelerated Math Program which supports SC Curriiculum Standards. The instructional supplies will include paper, concrete objects such as rulers, markers, colored pencils, crayons, rolled paper, etc.</p>	2		<table border="1"> <tr> <td>Software Site Licenses</td> <td>\$ 2,219.00</td> <td>Title I</td> <td>100 - 345</td> </tr> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 500.00</td> <td>Title I</td> <td>100 - 410</td> </tr> </table>	Software Site Licenses	\$ 2,219.00	Title I	100 - 345	Instructional Materials and Supplies	\$ 500.00	Title I	100 - 410		<p>Reading MAP,Math MAP,SC Ready Math and Reading</p>								
Software Site Licenses	\$ 2,219.00	Title I	100 - 345																		
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<p>Employ 1 Teacher(s) @ 1.0 FTE (as an Interventionist) to provide additional academic instruction in small groups in grade(s) K-3 in ELA. Brett</p>	2		<table border="1"> <tr> <td>Salary</td> <td>\$ 65,000.00</td> <td>Title I</td> <td>100 - 110</td> </tr> <tr> <td>Benefits</td> <td>\$ 29,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>100 - 650</td> </tr> </table>	Salary	\$ 65,000.00	Title I	100 - 110	Benefits	\$ 29,000.00	Title I	100 - 200	Benefits	\$ 150.00	Title I	100 - 650		<p>Reading MAP,ELA Test,SC Ready Reading</p>				
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<p>Employ 1 Teacher @ 1.0 FTE (as an Interventionist) to provide additional academic instruction in small groups in grade(s) K-5 in Math. Berry</p>	2		<table border="1"> <tr> <td>Salary</td> <td>\$ 59,000.00</td> <td>Title I</td> <td>100 - 110</td> </tr> <tr> <td>Benefits</td> <td>\$ 25,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>100 - 650</td> </tr> </table>	Salary	\$ 59,000.00	Title I	100 - 110	Benefits	\$ 25,000.00	Title I	100 - 200	Benefits	\$ 150.00	Title I	100 - 650		<p>Math MAP,SC Ready Math</p>				
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<p>Employ 1 Teacher @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 3. Reduce student-teacher ratio from 23:1 to 19:1. Emily Livingston</p>	2		<table border="1"> <tr> <td>Salary</td> <td>\$ 37,000.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 16,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>100 - 600</td> </tr> <tr> <td>Substitute Salary</td> <td>\$ 700.00</td> <td>Title I</td> <td>100 - 300</td> </tr> </table>	Salary	\$ 37,000.00	Title I	100 - 100	Benefits	\$ 16,000.00	Title I	100 - 200	Benefits	\$ 150.00	Title I	100 - 600	Substitute Salary	\$ 700.00	Title I	100 - 300		<p>Reading MAP,Math MAP,Math Test</p>
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<p>Continue to provide career awareness opportunities to students. Funds used to purchase needed materials and supplies to conduct career awareness activities. Also funds will be used to provide refreshments to career awareness volunteer presenters from the community. Expenditures may include paper, postage, and informational pamphlets. Career week occurs once a year and the volunteer career awareness presenters visit individual classrooms to make students more aware of possible career opportunities. There will be approximately 200 people in attendance.</p>	3		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 500.00</td> <td>Title I</td> <td>100 - 400</td> </tr> <tr> <td>Refreshments</td> <td>\$ 250.00</td> <td>Title I</td> <td>100 - 400</td> </tr> </table>	Instructional Materials and Supplies	\$ 500.00	Title I	100 - 400	Refreshments	\$ 250.00	Title I	100 - 400		<p>Reading MAP,Math MAP,ELA Test,Math Test,SC Ready Math and ELA</p>								
Instructional Materials and Supplies	\$ 500.00	Title I	100 - 400																		
Refreshments	\$ 250.00	Title I	100 - 400																		
<p>Implement school-wide character education program. Character Education will be a component in the school day. Children from each grade level are chosen each month and are presented each 9 weeks with a character education pencil for their achievements. Student performance will increase as engagement in academics is enhanced. Expenditures may include pencils, bookmarks, books, and erasers.</p>	3		<table border="1"> <tr> <td>Student Incentives</td> <td>\$ 250.00</td> <td>Title I</td> <td>100 - 400</td> </tr> </table>	Student Incentives	\$ 250.00	Title I	100 - 400		<p>Reading MAP,Math MAP,SC Ready ELA and Math,Classroom observations</p>												
Student Incentives	\$ 250.00	Title I	100 - 400																		
<p>Provide professional development for principal, assistant principal's</p>																					

and reading coach to support schoolwide academic programs by attending the summer leadership institute (June 2018). Also for the principal to attend SCATA professional development conference in October 2017. Expenditures may include lodging, registration, mileage and meals.	5		registration, hotel, meals, and mileage	\$ 2,500.00	Title I	220 - 300	Reading MAP,Math MAP,ELA Test,Math Test
Parenting workshop to offer strategies for parents to use with their child to increase self esteem and recommend positive parenting tips. Parents will receive tips on helping students with math and reading homework and activities. Expenditures may include paper for parent hand outs and pamphlets. Refreshments will be given to parents during the parenting meeting which will occur after school hours. 1 session will be provided.	7		Speaker/Consultant Fees	\$ 862.00	Title I	188 - 312	Parent Survey,Parents Sign-in Sheet ,Classroom observations ,Parents Sign-in Sheet ,Classroom observations
			Meals	\$ 138.00	Title I	188 - 399	
			Parenting Supplies	\$ 250.00	Title I	188 - 410	
Title I Newsletter will be provided by the school as parental support by provide researched based materials that will bridge the gap between home and school. The materials will include paper.	7		Instructional Materials and Supplies	\$ 684.00	Title I	188 - 410	Parent Participation with Sign-In Sheets
Curriculum night will allow parents to assist their students with 'hands on' mathematics and reading comprehension strategies. Parents will be provided with academic assistance to be able to reinforce skills for their children at home. Materials may include paper, pencils, and informational pamphlets. Approximately 400 parents will be in attendance for this event.	8		Parenting Supplies	\$ 700.00	Title I	188 - 410	MAP ELA and math
			Meals	\$ 1,000.00	Title I	188 - 399	
<b>Other Funding</b>							
Integrate cultural diversity throughout the curriculum.	2			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Provide Student Academic Assistance – Comprehensive remediation	2			\$ 0.00	District	-	
				\$ 0.00	Act 135	-	
Participation in related programs such as: • Writing Contests • Field Trips to newspaper • Academic Plans	2			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Continue teaching life skills to students.	3			\$ 0.00	District	-	
Provide mentoring for at-risk students.	3			\$ 0.00	None	-	
Provide opportunities for guided reading K-5 students by purchasing big books, leveled texts, nonfiction books and classroom sets.	3			\$ 0.00	Act 135	-	

Implement school-wide guidance program. Character Education will be a component in the guidance program.	3			\$ 0.00	District	-	
Provide an instructional awareness of components and in-depth training in using the Promethean Board as an interactive instructional tool in ELA/Math in the classroom.	5			\$ 0.00	Local	-	
Teachers will continue to meet regularly to identify what is being taught and learned in the classroom and align lessons and assessments to grade level standards in ELA and Math.	5			\$ 0.00	Local	-	
Provide an instructional awareness of components and training in using the Promethean Board as an interactive instructional tool in ELA/Math in the classroom. Follow-up conducted by admin.	5			\$ 0.00	Act 135	-	
Continue to provide research based Math strategies for grades K—5. Teachers will also focus on aligning assessments (i.e. summative and formative, teacher observation, portfolio) with classroom instruction and assignments.	5			\$ 0.00	DSS	-	
Continue to integrate Science Standards into ELA and Math Content areas.	5			\$ 0.00	Act 135	-	
Continue to provide staff development in research-based strategies in writing, technology, learning centers, cooperative learning, grouping, phonics, and word walls using standards-based instruction and other best practices through workshops and teacher training working with low achievers	5			\$ 0.00	Act 135	-	
Implement Mentor Program for first, and second year teachers and those teachers needing diagnostic assistance.	6			\$ 0.00	District	-	
Science Kits will be used to provide hands-on activities for students.	6			\$ 0.00	State	-	
Support National Board candidates with district supplemental stipends for those who achieve certification. Offer opportunities for advanced degrees	6			\$ 0.00	Title II	-	
Provide Title I and curriculum overview at Fall Open House.	7			\$ 0.00	Act 135	-	
Provide a Parent Facilitator who will assist in strengthening the home-school relationship and increase parental involvement by working with parents to identify needs, conduct home visits, and provide parent training. Home visits will be conducted to parents in the areas of ELA and Math who can't or don't come to school and participate in parenting workshops on how to help their children at home.	7			\$ 0.00	District	-	
The parent facilitator will continue the adult literacy program.	7			\$ 0.00	District	-	
Maintain communication through the use of: • Newsletters •							

Student Handbooks • School/Community Reports • Open House • Media (national/state/local/test data) • Parent/student/teacher conferences	7			\$ 0.00	District	-	
Promote school-parent-student compASSs.	7			\$ 0.00	District	-	
Provide workshops in curriculum and test data interpretation.	7			\$ 0.00	District	-	
Provide community support programs	8			\$ 0.00	None	-	
Promote volunteer programs with recognition of volunteers.	8			\$ 0.00	District	-	
				\$ 0.00	PTO/PTA	-	
				\$ 0.00	None	-	
Communicate District/State Promotion/Retention Standards to teachers, parents, and students.	8			\$ 0.00	None	-	
Make home visits before school year begins for Pre-K.	8			\$ 0.00	District	-	
Provide orientation for students and parents entering Pre-K including: First Steps and Head Start • Collaborate with Head Start by coordinating student visits and teacher observations. • Curriculum Nights	8			\$ 0.00	None	-	
Schedule a visit to the middle school campus for sixth grade orientation for fifth graders and parents.	8			\$ 0.00	Act 135	-	
Provide for coordination and collaboration between elementary/middle/secondary schools for student and curriculum transition.	8			\$ 0.00	none	-	
Provide staff development on: • Interpret and analyze PASS test scores, SC Ready, test scores, MAP scores and test taking skills with teachers. • Test preparation material for review in reading and math such as Drops in a Bucket, Buckle Up for PASS, and SC Ready Practice; • Annual review for program effectiveness.	9			\$ 0.00	Act 135	-	
Implement Georgetown Curriculum Assessment DATA BASE/Teaching & Learning System (TLS).	9			\$ 0.00	District	-	
Hold parent/teacher and academic planning/review conferences twice a year.	9			\$ 0.00	None	-	
Revise school-wide safety plan	11			\$ 0.00	District Safety Grant	-	
				\$ 0.00	District	-	



Promote literacy by maintaining a relationship with: • Head Start • Adult Education • Local Agencies -Even Start -Community churches	11			\$ 0.00	Head Start	-	
				\$ 0.00	Ministers Alliance	-	
				\$ 0.00	Fed Grant	-	
Provide nutrition programs • School lunches • Summer Feeding Program	11			\$ 0.00	Federal Lunch Program	-	
				\$ 0.00	USDA	-	
Collaborate with state agencies for support: • -Mental Health • -Department of Social Service	11			\$ 0.00	OTHER	-	
				\$ 0.00	DSS	-	

<b>TITLE I PAGE TOTAL:</b>	<b>462,039.00</b>
<b>TI SUPPORT (1003a):</b>	<b>0.00</b>
<b>PRIORITY (TA) PAGE TOTAL:</b>	<b>0.00</b>
<b>CONSOLIDATED FUNDS PAGE TOTAL:</b>	<b>0.00</b>
<b>PRIORITY (SIG-1003g) PAGE TOTAL:</b>	<b>0.00</b>
<b>FOCUS (1003a) PAGE TOTAL:</b>	<b>0.00</b>

**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.

<b>GENERAL SCHOOL DEMOGRAPHIC INFORMATION</b>			
Andrews Elem School, located in GEORGETOWN School District, has an enrollment of 701.04 and serves students in grades PK to 5.			
<u>Identified Need</u>	<u>Data Upon Which the Identified Need Is Based</u>	<u>Use of Title I and Priority (TA) Funds to Address the Identified Need</u>	<u>Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities</u>
To increase student achievement across core subject areas.	<ul style="list-style-type: none"> <li>Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6]</li> <li>DIAL-3</li> <li>Fountas and Pinnell Reading, SC Ready Reading, Writing, and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Integrate science into language arts and math content areas using writing skills and techniques in grades K-5 to support the district standards-based curriculum guides. These funds will allow leveled books to support reading in the content area for students.</li> <li>Increase amount and quality of learning time by providing extended school year learning for students in grades K-5. These activities are for summer enrichment instruction for students by teachers at \$25 an hour. This will allow 24 days 5 Teachers per day (6 hours daily) of instruction in a small group setting for students who need remediation. Supplies will include paper, manipulatives, and writing utensils. Transportation will be provided for the 24 days of tutoring. 2 Bus driver for 4 hours daily plus benefits and mileage that is paid to the state for 2 buses.</li> </ul>	<p><b>4K program</b> Gormley, William T., Jr., and Deborah Phillips. 2003. The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications. New York: Foundation for Child Development. <a href="http://www.ffcd.org">http://www.ffcd.org</a>. (Annotated citation and document can be found in ERIC, ED 482858.)</p> <p><b>Balanced Literacy</b> Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." Journal of Educational Research 98 (May), no. 5:272. (Annotated citation can be found in ERIC, EJ 698850.)</p> <p><b>Classroom Libraries</b> Shoham, Snunith. 1997. Libraries and Reading Habits among Elementary School Children: The Concept of the Classroom Collection. Vancouver: Annual Conference of the International Association of School Librarianship, July. ERIC, ED 412965.</p> <p><b>Extended Day</b> Seever, Margaret. 1991. The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. Kansas City School District. ERIC, ED 349089.</p> <p><b>Literacy Groups</b> Begoray, Deborah L. 2001. "The Literacy Groups Project: Investigating the Use of Reading Recovery Techniques with Small Group of Grade 2 Students." Alberta Journal of Educational Research 47 (Summer) no. 2:141-155. (Annotated citation can be found in ERIC, EJ 631507.)</p>
To increase student achievement in mathematics	<ul style="list-style-type: none"> <li>Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>SC Ready Math</li> </ul>	<ul style="list-style-type: none"> <li>Provide instructional materials in math and reading that will provide an enriched curriculum to include grades K-5. Expenditures may include software site license required) to support the Accelerated Math Program which supports SC Curriuculum Standards. The instructional supplies will include paper, concrete objects such as rulers, markers, colored pencils, crayons, rolled paper, etc.</li> </ul>	<p><b>Everyday Math</b> Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are</p>

		<ul style="list-style-type: none"> <li>• <b>Employ 1 Teacher @ 1.0 FTE (as an Interventionist) to provide additional academic instruction in small groups in grade(s) K-5 in Math. Berry</b></li> </ul>	<p>They? What do Students Learn? Edited by S.L. Send and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p>
<p>To provide professional development on best practices to improve instruction.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6]</li> <li>• DIAL-3</li> <li>• Computer Assisted Instruction program test in Reading and Math</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Professional Development Survey of Needs of Faculty</li> <li>• Trend Data for ELA CAI Software Test</li> <li>• Trend Data for Math CAI Software Test</li> <li>• SC Ready Math and ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide research based Math strategies for grades K—5. Teachers will also focus on aligning assessments (i.e. summative and formative, teacher observation, portfolio) with classroom instruction and assignments.</li> <li>• Provide professional development for principal, assistant principal's and reading coach to support schoolwide academic programs by attending the summer leadership institute (June 2018). Also for the principal to attend SCATA professional development conference in October 2017. Expenditures may include lodging, registration, mileage and meals.</li> </ul>	<p><b>Professional Development</b> 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.)</p> <p><b>Everyday Math</b> Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S.L. Send and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p> <p><b>Balanced Literacy</b> Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." Journal of Educational Research 98 (May), no. 5:272. (Annotated citation can be found in ERIC, EJ 698850.)</p> <p><b>Literacy Groups</b> Begoray, Deborah L. 2001. "The Literacy Groups Project: Investigating the Use of Reading Recovery Techniques with Small Group of Grade 2 Students." Alberta Journal of Educational Research 47 (Summer) no. 2:141-155. (Annotated citation can be found in ERIC, EJ 631507.)</p>
<p>To reduce class size to provide additional individual and group instruction.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Class Size Before Reduction 1: 21 in second grade Class Size Before Reduction 1: 21 in fourth grade</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• SC Ready Math and ELA</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Employ 1 teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 2. Reduce student-teacher ratio from 21:1 to 18:1. Nease</b></li> <li>• <b>Employ 1 Teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 4. Reduce student-teacher ratio from 21:1 to 18:1. Gasque</b></li> <li>• <b>Employ 1 Teacher @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 5. Reduce student-teacher ratio from 28:1 to 22:1. Plexico</b></li> <li>• <b>Employ 1 Teacher @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 3. Reduce student-teacher ratio from 23:1 to 19:1. Emily Livingston</b></li> </ul>	<p><b>Reduced Class Size</b> Pate-Bain, Helen, Jane Boyd-Zaharias, Van A Cain, Elizabeth Word, and Edward M. Binkley. 1997. STAR Follow-Up Studies, 1996-1997: The Student/Teacher Achievement Ratio (STAR) Project. Lebanon, TN: HERO's Inc. Available online at <a href="http://www.heros-inc.org/newstar.pdf">http://www.heros-inc.org/newstar.pdf</a> (Annotated citation can be found in ERIC, ED 419593.)</p>
<p>To provide additional students support services to students.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6]</li> <li>• SC Ready Math and ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide career awareness opportunities to students. Funds used to purchase needed materials and supplies to conduct career awareness activities. Also funds will be used to provide refreshments to career awareness volunteer presenters from the community. Expenditures may include paper, postage, and informational pamphlets. Career week occurs once a year and the volunteer career awareness presenters visit individual classrooms to make students more aware of possible career opportunities. There will be approximately 200 people in attendance.</li> <li>• Implement school-wide character education program. Character Education will be a component in the school day. Children from each grade level are chosen each month and are presented each 9 weeks with a character education pencil for their achievements. Student performance will increase as engagement in academics is enhanced. Expenditures may include pencils, bookmarks, books, and erasers.</li> </ul>	<p><b>Student Incentives</b> Miller, Andy, Eamonn Ferguson, and Rachel Simpson. 1998. "The Perceived Effectiveness of Rewards and Sanctions in Primary." Educational Psychology: An International Journal of Experimental Educational Psychology 18 (March), no. 1:55-64.</p>

<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> <li>• State Parent Survey of Home-School Communication</li> <li>• Parents Education Levels</li> <li>• Parents Attending Training Based on Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting workshop to offer strategies for parents to use with their child to increase self esteem and recommend positive parenting tips. Parents will receive tips on helping students with math and reading homework and activities. Expenditures may include paper for parent hand outs and pamphlets. Refreshments will be given to parents during the parenting meeting which will occur after school hours. 1 session will be provided.</li> <li>• Title I Newsletter will be provided by the school as parental support by provide researched based materials that will bridge the gap between home and school. The materials will include paper.</li> <li>• Curriculum night will allow parents to assist their students with 'hands on' mathematics and reading comprehension strategies. Parents will be provided with academic assistance to be able to reinforce skills for their children at home. Materials may include paper, pencils, and informational pamphlets. Approximately 400 parents will be in attendance for this event.</li> </ul>	<p><b>Parental Involvement</b> 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>
<p>To increase student achievement in English language arts.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Student Report Card Grades</li> <li>• Classroom Observations by Administrators, Coaches, or Others</li> </ul>	<ul style="list-style-type: none"> <li>• Provide instructional materials in ELA to support the Balanced Literacy program in grades K-5. Purchase class sets of children's literature and nonfiction books based on the components of a balanced literacy program. Leveled literacy intervention booster kits, additional copies of big books/lap books and replacement books for the leveled literacy intervention kits will also be purchased. The purchase of the orange and green leveled literacy intervention booster kits will help to provide daily, intensive, small-group instruction for struggling readers in kindergarten through second grade. The overlapping levels in each of these kits will offer teachers additional texts to support the needs of their students who need strong literacy support. The additional copies of the big books/lap books, as well as the replacement books, will give our teachers additional resources to implement leveled literacy interventions into more classrooms and in return be able to serve more of our struggling students. These materials are designed to meet students who are falling below grade-level expectations in reading.</li> <li>• Employ 1 Teacher(s) @ 1.0 FTE (as an Interventionist) to provide additional academic instruction in small groups in grade(s) K-3 in ELA. Brett</li> </ul>	<p><b>Balanced Literacy</b> Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." Journal of Educational Research 98 (May), no. 5:272. (Annotated citation can be found in ERIC, EJ 698850.)</p>
<p>To integrate technology into classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate technology into classroom instruction by purchasing 1 interactive projector @ \$2800, stylus pens for use with promethean boards in the classrooms @ \$220, and 50 headphones to use with laptops @ \$650. This is above and beyond the district allocation.</li> </ul>	<p><b>Technology</b> 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.)</p>

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

Georgetown County School District does not serve Migrant Students at this time

**Priority (TA) Plan Assurances**

**School:** Andrews Elem

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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="checkbox"/>

## Schoolwide Program Assurances

**School:** Andrews Elem

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="radio"/>	<input type="radio"/>
		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 checked="" type="radio"/>	<input type="radio"/>
		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="radio"/>	<input type="radio"/>
		Yes	N/A
11	The school shall be found to be in compliance with comparability requirements as required in the law.	<input checked="" type="radio"/>	<input type="radio"/>
		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="radio"/>	<input type="radio"/>
		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="radio"/>	<input type="radio"/>

**Priority (TA) Project Budget**

Project No. 18BA039  
 County No. 22  
 District No. 01  
 Federal 2  
 Sub Program 01

District GEORGETOWN (2201)  
 School Name Andrews Elem  
 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	
<b>Name</b>	<b>No.</b>							(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
<b>Totals</b>		<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$0.00</b>



## Schoolwide Program Budget

**Project No.** 18BA039  
**County No.** 22  
**District No.** 01  
**Federal** 2  
**Sub Program** 01

**District** GEORGETOWN (2201)  
**School Name** Andrews Elem  
**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	
<b>Name</b>	<b>No.</b>							(Indirect Cost)	
<b>Instruction</b>	<b>100</b>	\$288,000.00	\$126,708.00	\$5,019.00	\$23,388.00	\$2,800.00	\$ 900.00		<b>\$446,815.00</b>
<b>Parenting/Family Literacy</b>	<b>188</b>	\$ 0.00	\$ 0.00	\$2,000.00	\$1,634.00	\$ 0.00	\$ 0.00		<b>\$3,634.00</b>
<b>Pupil Services</b>	<b>210</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Inst. Staff</b>	<b>220</b>	\$ 0.00	\$ 0.00	\$2,500.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$2,500.00</b>
<b>Supervision of Spec. Prog.</b>	<b>223</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Pupil Trans Fed</b>	<b>251</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>School Building</b>	<b>253</b>					\$ 0.00			<b>\$ 0.00</b>
<b>Oper. &amp; Main.</b>	<b>254</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Food Services</b>	<b>256</b>				\$ 0.00				<b>\$ 0.00</b>
<b>Security</b>	<b>258</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>262</b>	<b>262</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Technology and Data Processing</b>	<b>266</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Pupil Service Activity</b>	<b>271</b>	\$3,000.00	\$1,290.00	\$4,800.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$9,090.00</b>
<b>Com. Services</b>	<b>300</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Charter Schools</b>	<b>416</b>							\$ 0.00	<b>\$ 0.00</b>
<b>Transfers</b>	<b>430</b>							\$ 0.00	<b>\$ 0.00</b>
<b>Totals</b>		<b>\$291,000.00</b>	<b>\$127,998.00</b>	<b>\$14,319.00</b>	<b>\$25,022.00</b>	<b>\$2,800.00</b>	<b>\$ 900.00</b>	<b>\$ 0.00</b>	<b>\$462,039.00</b>

### Consolidated Funds Program Budget

**Project No.** 18BA039  
**County No.** 22  
**District No.** 01  
**Federal** 2  
**Sub Program** 01

**District** GEORGETOWN (2201)  
**School Name** Andrews Elem  
**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	
<b>Name</b>	<b>No.</b>							(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
<b>Totals</b>		<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>