

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

School: Carvers Bay Middle

District: GEORGETOWN

Percent Poverty: 94.08%

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>
Wyan Carr	Andrea Collins	Parents
Bryce Baker	Lynn Turner	Community Members
Edrick Alston	Norine Frasier	Teachers
Comeletia Pyatt	NOT REQUIRED	Principal
Keith Brown, Technology Coach	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Gabrielle Chandler	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Dr. Mary-Rice Crenshaw	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Claudia Cohen, Bookkeeper	Ronald Weaver, Teacher	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Heather Dennis	Lee Glover	
Latonya Fulton	Deanna Stone	

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: Carvers Bay Middle

Activity Include Staff Development (Provide a brief one-sentence description for each activity.)	Reform Strategy	Funding Category (Only for Priority (TA) funded activities)	Use of Funds (Only for Title I, Consolidated, and Priority (TA) funded activities)	Activity Cost (Only for Title I, Consolidated, and Priority (TA) funded activities)	Funding Source	Budget Code	Evaluation/ Evidence to Determine Successful Implementation
Title I							
Provide academic support to students demonstrating mastery in Math and ELA through Bear Break and MAP Zapper activities including refreshments and incentives such as books, pencils, notetaking sticky pads, etc. for grades 6-8 at interim and end of nine week grading periods. There will be approximately 100 people in attendance.	1		Refreshments	\$ 520.00	Title I	100 - 410	Reading MAP, Math MAP, Classroom observations , SC Ready ELA and Math
			Student Incentives	\$ 1,270.00	Title I	100 - 410	
Purchase and implement a whole school book study for teachers and students in grades 6-8 designed to promote and support literacy and collaboration. 6 Most Important Decisions by Sean Covey. 2 book studies for 95 students each and 2 book studies for 28 teachers each.	1		Staff Development Supplies	\$ 560.00	Title I	220 - 400	Reading MAP, ELA Test
			Instructional Materials and Supplies	\$ 1,900.00	Title I	100 - 400	
Integrate science and social studies into language arts and math content areas using writing skills and techniques in grades 6-8 to support the district standards-based curriculum guides. These funds will allow leveled books and magazines such as Scholastic to support reading in the content area for students. Included in this will be non-fiction books to support the social studies, science content, and the arts. They will be leveled to support a variety of readers in all classrooms. Also purchase Brainpop, Math Scholastics, USA Test Prep, and GIZMO for students in grades 6-8.	2		Software Site Licenses	\$ 5,390.00	Title I	100 - 345	Reading MAP, Math MAP
			Instructional Materials and Supplies	\$ 2,800.00	Title I	100 - 400	
Provide instructional materials in ELA for grades 6-8. Expenditures may include leveled readers, Language Design Collaborative and Text set for TDA supplies, book making supplies, and site license for NewsELA, site license for USA Test Prep, and informational text.	2		Instructional Materials and Supplies	\$ 6,000.00	Title I	100 - 410	Reading MAP, SC Ready ELA
			Software Site Licenses	\$ 3,045.00	Title I	100 - 300	

Provide additional books in classrooms to build teacher's classroom libraries.	2		Instructional Materials and Supplies	\$ 354.00	Title I	100 - 410	Reading MAP,SC Ready ELA
Employ 1 On-Site Assistance Curriculum Specialist @ 1.0 FTE to focus on building curricula continuity across grade levels and courses, to engage in collaborative curriculum planning, to develop systems to monitor student progress, and to assure that students performing below grade level have an appropriate academic plan based on documented individual data analysis. Stone	3		Salary	\$ 68,400.00	Title I	220 - 100	Reading MAP,Math MAP,SC Ready ELA and Math
			Benefits	\$ 29,240.00	Title I	220 - 200	
			Benefits	\$ 150.00	Title I	220 - 650	
Provide 6 Teachers @ \$25 per hour to provide an after school day program in ELA and Math for students in grades 6-8. 1 ELA and 1 Math Teacher per grade level for 16 weeks 2 days a week for 2 hours per day. Snacks and bus drivers will be included.	3		Mileage	\$ 3,000.00	Title I	251 - 399	Reading MAP,Math MAP,SC Ready Math and ELA
			Salary	\$ 9,600.00	Title I	100 - 100	
			Benefits	\$ 2,400.00	Title I	100 - 200	
			Salary	\$ 3,300.00	Title I	251 - 100	
			Benefits	\$ 850.00	Title I	251 - 200	
			Instructional Materials and Supplies	\$ 3,950.00	Title I	100 - 400	
Provide 1 teacher @ \$25 per hour to provide supplemental reading instruction to below grade level readers for students in grades 6-8. This is in addition to their regular ELA instruction. 1 teacher for 27 weeks 4 hours per day 5 days per week.	3		Salary	\$ 13,500.00	Title I	100 - 100	Reading MAP,SC Ready ELA
			Benefits	\$ 3,375.00	Title I	100 - 200	
Provide professional development training to teachers and administrators in an effort to improve academic performance in all areas. Attendance at core area conferences, data driven decision making, and areas to strengthen the concepts of cultural diversity and awareness and Making Middle Grades Work. Making Middle Grade Work Conference will be paid from state monies. These staff development supplies will include bookstudy materials for the "Learning School" and Common Assessment Strategies. Teacher trainings will also include the Ron Clark Academy visit @ \$7,500, Ron Antinori classroom management @ \$805 and R2S professional development @ \$1,445. Administrator PD will include SCASA @ \$1,100, SCABSE @ \$350, Culturally Relevant Pedagogy workshop for teachers and administration, and the Title I conference @ \$860.	5		Staff Development Supplies	\$ 2,000.00	Title I	220 - 410	Reading MAP,Math MAP,Classroom observations ,Classroom observations ,Classroom observations ,Classroom observations ,Classroom observations
			registration, hotel, meals, and mileage	\$ 12,632.00	Title I	220 - 300	
Pay stipends (after school) for 2 teachers for professional development (Chromebooks) throughout the school year. They will prepare for training for 6th and 7th grade teachers regarding technology/Google classroom/collaboration/Chromebooks.	5		Benefits	\$ 250.00	Title I	220 - 200	Reading MAP,Math MAP,SC Ready ELA and Math
			Stipend	\$ 1,000.00	Title I	220 - 100	
Provide Parenting Tips in ELA and Math through Parent Workshops and Family Night Activities. These workshops will allow parents to assist their students with 'hands on' mathematics and reading							

<p>comprehension strategies. Follow up activities will provide take home packets to reinforce the learned strategies. Family Nights (6) and Parenting Workshops (6) will be conducted throughout the school year. The focus will be ELA and Mathematics with emphasis on student understanding and parent participation with creation of and understanding of the concrete concepts. The plan is to involve 150 parents at each workshop. The supplies will include: Leveled reading books, math manipulatives, cardstock, posterboard, game pieces, calculators, pencils, duplicating paper, ink cartridges, etc.</p>	7		Instructional Materials and Supplies	\$ 3,550.00	Title I	188 - 410	Reading MAP, Math MAP, Classroom observations, Classroom observations
			Refreshments	\$ 3,000.00	Title I	188 - 410	
Provide monthly Title I Newsletter. These supplies will include paper and mailing support.	7		Instructional Materials and Supplies	\$ 2,500.00	Title I	188 - 410	Parents Sign-in Sheet

Other Funding

Incorporate math and ELA enrichment groups utilizing Everyday Math and Harcourt Brace Math series to promote math and ELA instruction to identified students based on MAP (Measures of Academic Progress) and PASS scores during extra period for tutoring and/or before or after school and incorporate language arts enrichment groups utilizing writing and literacy models to encourage and promote reading. Everyday Math is a supplemental math program which spirals so students are exposed experientially many times throughout the year to each skill in real life situations.	1			\$ 0.00	District	-	
Provide effective instructional strategies that will accelerate academic progress in Team teaching and Learning styles.	2			\$ 0.00	District	-	
Implement Schoolwide guidance programs, which includes Counseling services Mental health counselor Mentoring services Conflict resolution Peer mediation School psychologist	3			\$ 0.00	Local	-	
Form partnerships with schools and agencies to promote student achievement. Elementary/middle/secondary Adult Education DSS and DHEC	3			\$ 0.00	Local	-	
Provide School to work transitional preparation which includes: college and career awareness/preparation	3			\$ 0.00	District	-	
				\$ 0.00	State	-	
Collaborate with district personnel director to develop and enhance materials to attract teachers.	6			\$ 0.00	Local	-	
Offer opportunities for advanced degrees.	6			\$ 0.00	Title II	-	
				\$ 0.00	Title VI	-	
Conduct Title I Overview for parents	7			\$ 0.00	Title I District funds	-	

Provide Curriculum Orientation Night	7			\$ 0.00	Act 135	-	
				\$ 0.00	Activity Funds	-	
Provide student agendas for organizational skills and parent communication	7			\$ 0.00	Act 135	-	
However, Carvers Bay provides a transition orientation program for students and parents from elementary feeder schools and from the middle school to the high school as well as transition school to work. These transitions also occur from 8th grade to the high school which is situated beside the CBMS Campus	8			\$ 0.00	District	-	
Provide staff development to involve teachers in discussion of high quality student assessments: -Measures of Academic Progress _SC Ready ELA and Mathematics -PASS -Standards Evaluations -Benchmark Testing -Teacher Quality Research Grant	9			\$ 0.00	Title II	-	
				\$ 0.00	Title VI	-	
Provide ongoing reviews/revisions/updates with teachers and parents input of • School Renewal • PASS • AdvancED • Student Compacts • ADEPT reviews (Assisting, Developing, Evaluating Professional Teaching) • Staff Development Plans	9			\$ 0.00	Local	-	
Establish communication of needs with all parents/community business/Adult Education/DHEC /DSS agencies to meet the needs of all students and ultimately improve student achievement.	10			\$ 0.00	Adult Education	-	
				\$ 0.00	DSS	-	
				\$ 0.00	DHEC	-	
Continue School Intervention Program	10			\$ 0.00	District	-	
Continue School-Based Mental Health Counseling Program	10			\$ 0.00	County Mental Health	-	
Continue School Health and Screening Program	10			\$ 0.00	DHEC	-	
Coastal Carolina University Mentoring Program will continue to support the development of role-models and academic success of students. This program is designed to expose students to college role models who will inspire and encourage academic performance and the exposure of college for students.	10			\$ 0.00	District	-	
Mentoring Program with Coastal Carolina University. Emma Savage Davis Contact	11			\$ 0.00	District	-	
			Student Incentives	\$ 0.00	District	-	

TITLE I PAGE TOTAL:	184,536.00
TI SUPPORT (1003a):	0.00
PRIORITY (TA) PAGE TOTAL:	0.00
CONSOLIDATED FUNDS PAGE TOTAL:	0.00
PRIORITY (SIG-1003g) PAGE TOTAL:	0.00
FOCUS (1003a) PAGE TOTAL:	0.00

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY AND SCIENTIFICALLY BASED RESEARCH

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

GENERAL SCHOOL DEMOGRAPHIC INFORMATION			
Carvers Bay Middle School, located in GEORGETOWN School District, has an enrollment of 280.61 and serves students in grades 6 to 8.			
<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"> Reading Measure of Academic Progress (MAP) [grades K-10] Technology/Equipment Inventory Classroom Observations by Administrators, Coaches, or Others SC Ready Math and ELA 	<ul style="list-style-type: none"> Provide professional development training to teachers and administrators in an effort to improve academic performance in all areas. Attendance at core area conferences, data driven decision making, and areas to strengthen the concepts of cultural diversity and awareness and Making Middle Grades Work. Making Middle Grade Work Conference will be paid from state monies. These staff development supplies will include bookstudy materials for the "Learning School" and Common Assessment Strategies. Teacher trainings will also include the Ron Clark Academy visit @ \$7,500, Ron Antinori classroom management @ \$805 and R2S professional development @ \$1,445. Administrator PD will include SCASA @ \$1,100, SCABSE @ \$350, Culturally Relevant Pedagogy workshop for teachers and administration, and the Title I conference @ \$860. Pay stipends (after school) for 2 teachers for professional development (Chromebooks) throughout the school year. They will prepare for training for 6th and 7th grade teachers regarding technology/Google classroom/collaboration/Chromebooks. 	<p>Balanced Literacy 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>Classroom Libraries 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>Professional Development Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.)</p> <p>Technology Bush, Thomas, John Armstrong, Dan Barbrow, and Lois Ulintz. 1999. "Design and Delivery of Integrated Learning Systems: Their Impact on Student Achievement and Attitudes." Journal of Educational Computing Research 21, no. 4:475-86. (Annotated citation can be found in ERIC, EJ 606782.)</p>
To integrate technology into classroom	<ul style="list-style-type: none"> Computer Assisted Instruction program (SuccessMaker) in grade six 	<ul style="list-style-type: none"> Provide academic support to students demonstrating mastery in Math and ELA through Bear Break and MAP Zapper activities including refreshments and incentives such as books, pencils, notetakeing sticky pads, etc. for grades 6-8 at interim and end of nine week grading periods. There will be approximately 100 people in attendance. 	<p>Paraprofessional Spencer, Ronald and Oneida Martin. 1992. The Effect of Teacher, Paraprofessional, and Peer Monitoring on Student Learning. Knoxville: Annual Meeting of the Mid-South Educational Research Association, November. 1992. ERIC, ED 355222.</p> <p>Tutoring Hock, Michael F.; Kim A. Pulvers, Donald Deshler, and Jean B.</p>

<p>To integrate technology into classroom instruction.</p>	<ul style="list-style-type: none"> • Trend Data for Math CAI Software Test 	<ul style="list-style-type: none"> • Provide 6 Teachers @ \$25 per hour to provide an after school day program in ELA and Math for students in grades 6-8. 1 ELA and 1 Math Teacher per grade level for 16 weeks 2 days a week for 2 hours per day. Snacks and bus drivers will be included. • Provide 1 teacher @ \$25 per hour to provide supplemental reading instruction to below grade level readers for students in grades 6-8. This is in addition to their regular ELA instruction. 1 teacher for 27 weeks 4 hours per day 5 days per week. 	<p>Schumaker. 2001. "The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD." Remedial and Special Education 22 (May/June), no. 3:172-86. (Annotated citation can be found in ERIC, EJ 627968.)</p> <p>Technology Bush, Thomas, John Armstrong, Dan Barbrow, and Lois Ulintz. 1999. "Design and Delivery of Integrated Learning Systems: Their Impact on Student Achievement and Attitudes." Journal of Educational Computing Research 21, no. 4:475-86. (Annotated citation can be found in ERIC, EJ 606782.)</p>
<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> • Parent Survey • Parents Checking Out Materials from School Parent Center • Parents Education Levels • Parents Attending Training Based on Sign-in Sheets 	<ul style="list-style-type: none"> • Conduct Title I Overview for parents • Provide Parenting Tips in ELA and Math through Parent Workshops and Family Night Activities. These workshops will allow parents to assist their students with 'hands on' mathematics and reading comprehension strategies. Follow-up activities will provide take home packets to reinforce the learned strategies. Family Nights (6) and Parenting Workshops (6) will be conducted throughout the school year. The focus will be ELA and Mathematics with emphasis on student understanding and parent participation with creation of and understanding of the concrete concepts. The plan is to involve 150 parents at each workshop. The supplies will include: Leveled reading books, math manipulatives, cardstock, posterboard, game pieces, calculators, pencils, duplicating paper, ink cartridges, etc. • Provide monthly Title I Newsletter. These supplies will include paper and mailing support. 	<p>Parental Involvement 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 provide additional leadership to support and expand school capacity.</p>	<ul style="list-style-type: none"> • Reading Measure of Academic Progress (MAP) [grades K-10] • Math Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> • Employ 1 On-Site Assistance Curriculum Specialist @ 1.0 FTE to focus on building curricula continuity across grade levels and courses, to engage in collaborative curriculum planning, to develop systems to monitor student progress, and to assure that students performing below grade level have an appropriate academic plan based on documented individual data analysis. Stone 	<p>Instructional Coach Sparks, Georgea. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p>
<p>To increase student achievement across core subject areas.</p>	<ul style="list-style-type: none"> • Reading Measure of Academic Progress (MAP) [grades K-10] • Math Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> • Integrate science and social studies into language arts and math content areas using writing skills and techniques in grades 6-8 to support the district standards-based curriculum guides. These funds will allow leveled books and magazines such as scholastic to support reading in the content area for students. Included in this will be non-fiction books to support the social studies, science content, and the arts. They will be leveled to support a variety of readers in all classrooms. Also purchase Brainpop, Math Scholastics, USA Test Prep, and GIZMO for students in grades 6-8. • Purchase and implement a whole school book study for teachers and students in grades 6-8 designed to promote and support literacy and collaboration. 6 Most Important Decisions by Sean Covey. 2 book studies for 95 students each and 2 book studies for 28 teachers each. • Provide instructional materials in ELA for grades 6-8. Expenditures may include leveled readers, Language Design Collaborative and Text set for TDA supplies, book making supplies, and site license for NewsELA, site license for USA Test Prep, and informational text. • Provide additional books in classrooms to build teacher's classroom libraries. 	<p>Reading National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754.</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: Carvers Bay Middle

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: Carvers Bay Middle

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 Carvers Bay Middle
 Period Begins July 1, 2017
 Period Ends June 30, 2018

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

Schoolwide Program Budget

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

District GEORGETOWN (2201)
School Name Carvers Bay Middle
Period Begins July 1, 2017
Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$23,100.00	\$5,775.00	\$8,435.00	\$16,794.00	\$ 0.00	\$ 0.00		\$54,104.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$9,050.00	\$ 0.00	\$ 0.00		\$9,050.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$69,400.00	\$29,490.00	\$12,632.00	\$2,560.00	\$ 0.00	\$ 150.00		\$114,232.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$3,300.00	\$ 850.00	\$3,000.00	\$ 0.00	\$ 0.00	\$ 0.00		\$7,150.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
262	262	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$95,800.00	\$36,115.00	\$24,067.00	\$28,404.00	\$ 0.00	\$ 150.00	\$ 0.00	\$184,536.00

Consolidated Funds Program Budget

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

District GEORGETOWN (2201)
School Name Carvers Bay Middle
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	
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Name	No.							(Indirect Cost)	
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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
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Transfers	430							\$ 0.00	\$ 0.00
Totals		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00