

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

School: McDonald Road El

District: GEORGETOWN

Percent Poverty: 100.00%

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>
Tranis Parker (SIC Chair)	Twanda Nesbit	Parents
Cynthia Simon	Ken Scheidere	Community Members
Robin Kirtley	Tracie Vereen	Teachers
Mack Burgess	Melissa Miller	Principal
Tonja Johnson, Curriculum Coach	Rebecca Hearl	Local Agency Administrator (Include other Federal Programs)
Kim Lawrimore, Guidance Counselor	Yolanda McCray	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Laura Mourning, Pee Dee Hub	NOT REQUIRED	Priority (TA) Providers - ( Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Judith Rich	Yvonne Glasgo	Other School Staff
Alika Wilson	Othelia Britton	Students, <b>NOT REQUIRED</b> because it is NOT a High School
<b>Others:</b>		
Dr. Celeste Pringle, Assistant Superintendent for Cu	Wendy Locklear	
Patti Hammel, Executive Director Student Performa	Amy Norton	
Melissa Miller	Mr. and Mrs. N. Nixon	
Mary Lou High		

## 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.

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**District:** GEORGETOWN  
**School:** McDonald Road El

Application: Title I Regular - 2018

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>							
Purchase the Poster Maker System to create educational and motivational anchor charts to increase student engagement for visual learners. The anchor charts will support both the learning of students and teachers during instruction and independent practice. These purchases are above and beyond the equitable technology purchases made each year by the district. They do not supplant the district's plan for updating technology. Also purchase supplies for the poster maker such as bond paper and ink.	1		Equipment	\$ 6,600.00	Title I	100 - 545	Reading MAP, Math MAP
			Instructional Materials and Supplies	\$ 1,927.00	Title I	100 - 410	
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 to 26:1 to 20:1. Coker	1		Substitute Salary	\$ 1,000.00	Title I	100 - 311	Reading MAP, Math MAP, DRA
			Salary	\$ 38,000.00	Title I	100 - 110	
			Benefits	\$ 17,000.00	Title I	100 - 200	
			Benefits	\$ 150.00	Title I	100 - 650	
Employ 1 Teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for 4th grade. Reduce student-teacher ratio from 26:1 to 20:1. Billings	1		Salary	\$ 45,000.00	Title I	100 - 110	Reading MAP, Math MAP, SC Ready ELA and Math
			Benefits	\$ 20,000.00	Title I	100 - 200	
			Benefits	\$ 150.00	Title I	100 - 650	
			Substitute Salary	\$ 1,000.00	Title I	100 - 311	
			Salary	\$ 35,000.00	Title I	100 - 110	

Employ 1 Teacher @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 1. Reduce student-teacher ratio from 24:1 to 19:1. Gruber	1		Benefits	\$ 15,000.00	Title I	100 - 200	Reading MAP,Math MAP,DRA,DIBELS
			Benefits	\$ 158.00	Title I	100 - 650	
			Substitute Salary	\$ 1,000.00	Title I	100 - 311	
Provide an academic “experience” instructional day. The academic “experience” instructional day will give students hands-on real life experiences related to the grade appropriate state standards. These include: Colonial Days (paint and chalk boards) (4th grade), Butterfly Day (2nd grade), Author visit for writing instruction (Melinda Long) and professional development for teachers, and Career Day (refreshments and pens) (K-5). McDES has the Outdoor Learning Lab (Nature Trail) and these activities are literature (reading) related to the experiences.	1		Instructional Materials and Supplies	\$ 2,050.00	Title I	100 - 410	ELA Test
			Speaker/Consultant Fees	\$ 3,000.00	Title I	100 - 311	
Utilize the STAR Accelerated Reader Program. The STAR Accelerated Reader Program is a computerized reading program that allows K-5 students to accumulate points for each book based on their correct responses to questions about the book. Also purchase tumble (leveled) books for students to improve individual student reading levels.	1		Software Site Licenses	\$ 4,700.00	Title I	100 - 345	Reading MAP,ELA Test
Employ 4 Teacher(s) for an afterschool program for ELA/Math. Teachers will be paid \$25 per hour for 2 hours per day 2 days a week for 8 weeks. Students that are struggling will benefit from this program.	1		Salary	\$ 3,500.00	Title I	100 - 100	Reading MAP,Math MAP,SC Ready ELA and Math
			Benefits	\$ 900.00	Title I	100 - 200	
Provide books for classroom libraries to support Balanced Literacy program in grades K - 5. These leveled texts will support the levels of students in all grades as determined with running records and materials from Fountas and Pinnell and Heinemann which would be LLI Kits and benchmark assessments. Also purchase non-fiction reading materials for grades K-5.	2		Staff Development Supplies	\$ 1,252.00	Title I	220 - 410	Reading MAP,SC Ready ELA
			Instructional Materials and Supplies	\$ 14,572.00	Title I	100 - 400	
Provide 2 small group instruction tutors for K-5 grade to help close the achievement gap in ELA and Math. Tutors will work 32 weeks @ \$25 an hour 6 hours a day 3 days a week. Benefits are also included. Tutor will work under the direct supervision of the classroom teacher.	2		Salary	\$ 30,000.00	Title I	100 - 125	Reading MAP,Math MAP,SC Ready ELA and Math
			Benefits	\$ 7,500.00	Title I	100 - 200	
Provide instructional materials in ELA & Math to support the leveled texts, mathematics 'hands-on' activities. Expenditures may include books, calculators, magazines such as Scholastic Reading, etc.	3		Instructional Materials and Supplies	\$ 2,500.00	Title I	100 - 410	Increase in Honor Roll, ELA MAP, Math MAP
Purchase incentives such as books and bookmarks for Accelerated Reader achievements. The Accelerated Reader Program is a computerized reading program that allows K-5 students to accumulate points for each book based on their correct responses to	3		Instructional Materials and Supplies	\$ 2,009.00	Title I	100 - 410	Reading MAP

accumulate points for each book based on their correct responses to questions about the book. These will include books, book marks, pencils, erasers, etc.			Student Incentives	\$ 2,991.00	Title I	100 - 410	
IXL (@ \$4781), a remedial intervention math and ELA program to address deficiencies in math skills and reading skills for students in grades K-5. These licenses will provide adaptable mathematics' and ELA lessons for students. These materials will be used in the ELA and Math Enrichment Classrooms and regular classrooms. Mobymax (@ \$1716) and Learning A to Z (@ \$3503) will also be purchased which is a school site license.	3		Software Site Licenses	\$ 10,000.00	Title I	100 - 345	Reading MAP,Math MAP
Provide professional development to support Schoolwide academic programs by 2 people attending the South Carolina Reading Conference, SCABSE, Title I Conference, SCASA, Daily 5 Café conference, and the South Carolina Teachers of Mathematics Conference. Conference will be held in Greenville, SC. Expenditures may include registration, travel, hotel, and meals. Teachers will share new information and pedagogy with their peers as they present at faculty meetings and work on the district curricula.	5		registration, hotel, meals, and mileage	\$ 8,740.00	Title I	220 - 300	Reading MAP,Math MAP
Provide professional development to support Schoolwide academic programs by 2 teachers attending the Early Childhood Conference. Teachers will share the expertise by sharing at district-wide professional development opportunities and with other early childhood teachers at the school. Expenditures may include registration, travel, and meals.	5		registration, hotel, meals, and mileage	\$ 1,500.00	Title I	100 - 300	ELA PASS ,Math PASS,ELA PASS
Provide professional development to support Schoolwide academic programs by one person attending the Literacy Conference. Expenditures may include registration, travel, and meals. Follow-up will be done by school administration.	5		registration, hotel, meals, and mileage	\$ 1,950.00	Title I	220 - 300	Reading MAP,Math MAP
Provide stipends for the Professional Learning Team members for curriculum planning after school hours. The team leaders of grades K-5 will collaborate and plan support units to deliver instruction in the areas of reading and math. Approximately 30 teachers will be paid a stipend of \$25 per hour for preparation for the event. This will occur in afterschool hours at each grade level. These will occur in two hour increments @ \$25 per hour for 2 days.	5		Stipend Benefits	\$ 3,000.00 \$ 750.00	Title I Title I	220 - 134 220 - 200	Reading MAP
Provide professional development training to teachers for ELA in an effort to improve academic performance for students in grades K-5. Solicit the services of Kimberly Johnson for 1 day @ a cost of \$1500 per day. The professional learning will support district and school efforts to uncover the hidden potential of students living in poverty. Follow-up will be provided by school personnel.	5		Speaker/Consultant Fees	\$ 1,500.00	Title I	220 - 300	Reading MAP,Math MAP,SC Ready ELA and Math
Provide professional development training to teachers in an effort to							

improve academic performance in Math for students in grades K-5. Solicit the services of Sandra Goff with My Math for 6 days @ a cost of \$1500 per day. Follow-up will be provided by school personnel.	5		Speaker/Consultant Fees	\$ 9,000.00	Title I	220 - 300	Math MAP,Math Test,SC Ready Math
Implement 2 Curriculum Nights to support parent education in the area of ELA & Math for grades K-5. Expenditures may include books, pencils, take home packets, cards, dominos, dice, counters, and play money. Purchase chicken sandwiches from Chick Fil a for the McDonald Elementary Title I Open House which includes information about ways to assist students with academic progress in reading and math throughout the year. The total expected will be approximately 150 at each affair.	7		Parenting Supplies	\$ 500.00	Title I	188 - 410	Reading MAP,Math MAP,Parents Sign-in Sheet
			Snacks	\$ 3,750.00	Title I	188 - 399	
Provide a balanced parenting/family educational program which will benefit approximately 150 parents and children. The program will include: • Continuous communication. • PASS Parenting Nights. • Parenting seminars/workshops. • Literacy Workshops. • Health Fair. • Career Week. • Classroom Events. • Summer take home practice packets. • Science Fair. • PTO. • Spirit Days. • Book Fair. • Fifth grade graduation celebration. • Welcome Back to School Open House. Expenditures will include: pamphlets, paper, books, math games, playing cards, calculators, pencils, play money, take-home packets, Build A Book Supplies, folders for parents for student work, cards, dice, counters, 'light' refreshments, etc.	7		Parenting Supplies	\$ 1,455.00	Title I	188 - 410	ELA Test,Math Test,Parents Sign-in Sheet ,Parents Sign-in Sheet ,Parents Sign-in Sheet

**Other Funding**

Provide instructional materials in Math to support the Math program in grades K-3.	1			\$ 0.00	District	-	
Provide Measures of Academic Progress (MAP). This is a computerized method of measuring instructional levels in reading and math for grades 2-5.	1			\$ 0.00	District	-	
Participation in the Science Fair. The Science Fair provides an opportunity for K-5 students to apply science process skills and grade appropriate state standards to a science project which reinforces higher order thinking skills needed to improve student achievement	1			\$ 0.00	PTO/PTA	-	
Provide two one hour extended day afternoons/week for identified K-5 students needing individual or small group instruction for mastery of grade appropriate state standards necessary for promotion.	2			\$ 0.00	District	-	
Provide ESOL teacher. The ESOL teacher, provided by the District, works with ESOL K-5 students one hour/day to reinforce communication abilities and reinforce state standards.	2			\$ 0.00	District	-	
Employ 1 guidance counselor(s) @ 1.0 FTE to provide assistance to students in grades K-5 and their families with related issues. Kim Lawrimore	3			\$ 0.00	District	-	

Provide a volunteer program that encourages and promotes parent and community involvement within the school and supports the academic success of students.	3			\$ 0.00	PTO/PTA	-	
				\$ 0.00	District	-	
Provide in-school Mental Health Counselor for collaboration with Dept. of Social Services.	3			\$ 0.00	County Mental Health	-	
Utilize an ESOL teacher to coach ESOL students to reinforce the grade appropriate state standards.	3			\$ 0.00	District	-	
Purchase incentives such as books, gift cards, bookmarks, and field trip for Accelerated Reader achievements. The Accelerated Reader Program is a computerized reading program that allows K-5 students to accumulate points for each book based on their correct responses to questions about the book.	3			\$ 0.00	PTO/PTA	-	
				\$ 0.00	School Book Fair Funds	-	
Utilize the Technology Specialist. The Technology Specialist provides individual and small group instruction for teachers on effectively integrating technology in the classroom by using Promethean Boards, Power Point, email, teacher web pages, Georgetown County Web Site, ETV streamline, and digital photography.	5			\$ 0.00	District	-	
See Strategy 2.	5						
The following strategies are used to attract high-quality teachers: • Induction/Mentor Program. • Sustained and varied staff development training. • Georgetown County Teacher Recruitment Fair. • Special Need Recruitment. • Teacher Resource Center. • District Recruitment In-State and Out-State. • Opportunities for advanced degrees. • Support for National Board candidates with District supplemental stipends for those who achieve certification. • Sign-on Bonus.	6			\$ 0.00	District	-	
Provide in-school Mental Health Counselor for collaboration with Dept. of Social Services.	7			\$ 0.00	County Mental Health	-	
Recruit eligible school age children from local Head Start programs.	8			\$ 0.00	Head Start	-	
Provide kindergarten orientation for children from Head Start, Even Start, and First Steps program.	8			\$ 0.00	Head Start	-	
Provide information to parents concerning the Even Start program which prepares preschool children for school readiness and success by working with the whole family.	8			\$ 0.00	Even Start	-	

Provide information to parents concerning the First Steps Initiative, a quality daycare that promotes school readiness.	8			\$ 0.00	First Steps	-	
Continue to provide additional staff development on analyzing data from the Measures of Academic Progress (MAP) program to determine the instructional levels of individual students.	9			\$ 0.00	District	-	
Utilize the Teaching and Learning System (TLS), Measures of Academic Progress (MAP), and Palmetto Assessment of State Standards (PASS) ACT Inspire scores to provide information to improve performance of individual students and the overall instructional process.	9			\$ 0.00	District	-	
Develop, implement, and monitor Academic Assistance Plans and collaborate with parents and students during Academic Assistance Plan conferences.	10			\$ 0.00	EAA	-	
Provide opportunities for students experiencing difficulties mastering required grade appropriate standards by: • Extended day program, ACT Inspire, and PASS night for parents.	10			\$ 0.00	District	-	
				\$ 0.00	Act 135	-	
Evaluate and analyze overall Title I program effectiveness.	10			\$ 0.00	Title I District funds	-	
Utilize parent-teacher-student conferences as opportunities to provide home-help strategies.	10			\$ 0.00	District	-	
Continue 4-H Clemson Extension and Eating Healthy program for the purpose of promoting good nutrition habits for all students.	11			\$ 0.00	Clemson Extension	-	
Encourage parents to attend Howard Adult Education Center.	11			\$ 0.00	District	-	
				\$ 0.00	Adult Education	-	
Continue to provide information about Women Infant Care (WIC) which serves to safeguard the health of low-income women, infants, and children up to age 5 by providing nutritious foods and other health related information.	11			\$ 0.00	WIC	-	

<b>TITLE I PAGE TOTAL:</b>	<b>299,104.00</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>			
McDonald Road El School, located in GEORGETOWN School District, has an enrollment of 415.65 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 integrate technology into classroom instruction.	<ul style="list-style-type: none"> <li>Trend Data for ELA CAI Software Test (SuccessMaker, Accelerated Reading, Accelerated Math, Star Reading and Math)</li> <li>Trend Data for Math CAI Software Test (SuccessMaker, Accelerated Reading, Accelerated Math, Star Reading and Math)</li> </ul>	<ul style="list-style-type: none"> <li>Purchase the Poster Maker System to create educational and motivational anchor charts to increase student engagement for visual learners. The anchor charts will support both the learning of students and teachers during instruction and independent practice. These purchases are above and beyond the equitable technology purchases made each year by the district. They do not supplant the district's plan for updating technology. Also purchase supplies for the poster maker such as bond paper and ink.</li> <li>IXL (@ \$4781), a remedial intervention math and ELA program to address deficiencies in math skills and reading skills for students in grades K-5. These licenses will provide adaptable mathematics' and ELA lessons for students. These materials will be used in the ELA and Math Enrichment Classrooms and regular classrooms. Mobymax (@ \$1716) and Learning A to Z (@ \$3503) will also be purchased which is a school site license.</li> </ul>	<p><b>CAI</b> Azevedd, Roger and Robert M. Bernard. 1995. The Effects of Computer-Presented Feedback on Learning from Computer-Based Instruction: A Meta-Analysis. San Francisco: Annual meeting of the American Educational Research Association. ERIC, ED 385235</p> <p><b>Paraprofessional</b> 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>
To reduce class size to provide additional individual and group instruction.	<ul style="list-style-type: none"> <li>Class Size Before Reduction 1: 22 to 1:18 and from 1:23 to 1:16</li> <li>Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>Developmental Reading Assessment (DRA) [grades K-8]</li> <li>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6]</li> <li>DIAL-3</li> <li>Classroom Observations by Administrators, Coaches or Others</li> </ul>	<ul style="list-style-type: none"> <li>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 26:1 to 20:1. Coker</li> <li>Employ 1 Teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for 4th grade. Reduce student-teacher ratio from 26:1 to 20:1. Billings</li> <li>Employ 1 Teacher @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grade 1. Reduce student-teacher ratio from 24:1 to 19:1. Gruber</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>

	<ul style="list-style-type: none"> <li>Coaches, or Others</li> <li>School Profile data with trends</li> <li>State School Report Card data</li> <li>SC Ready Math and ELA</li> </ul>		
<p>To increase student achievement in mathematics</p>	<ul style="list-style-type: none"> <li>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6]</li> <li>Developmental Reading Assessment (DRA) [grades K-8]</li> <li>Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>Classroom Observations by Administrators, Coaches, or Others</li> </ul>	<ul style="list-style-type: none"> <li>Provide instructional materials in ELA &amp; Math to support the leveled texts, mathematics 'hands-on' activities. Expenditures may include books, calculators, magazines such as Scholastic Reading, etc.</li> <li>Provide books for classroom libraries to support Balanced Literacy program in grades K - 5. These leveled texts will support the levels of students in all grades as determined with running records and materials from Fountas and Pinnell and Heinemann which would be LLI Kits and benchmark assessments. Also purchase non-fiction reading materials for grades K-5.</li> <li>Utilize the STAR Accelerated Reader Program. The STAR Accelerated Reader Program is a computerized reading program that allows K-5 students to accumulate points for each book based on their correct responses to questions about the book. Also purchase tumble (leveled) books for students to improve individual student reading levels.</li> </ul>	<p><b>Balanced Literacy</b> Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Messengill. 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><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>Reading</b> 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> <p><b>Tutoring</b> Hock, Michael F.; Kim A. Pulvers, Donald Deshler, and Jean B. 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>To provide professional development on best practices to improve instruction.</p>	<ul style="list-style-type: none"> <li>Classroom Observations by Administrators, Coaches, or Others</li> <li>School Profile data with trends</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development to support Schoolwide academic programs by 2 people attending the South Carolina Reading Conference, SCABSE, Title I Conference, SCASA, Daily 5 Café conference, and the South Carolina Teachers of Mathematics Conference. Conference will be held in Greenville, SC. Expenditures may include registration, travel, hotel, and meals. Teachers will share new information and pedagogy with their peers as they present at faculty meetings and work on the district curricula.</li> <li>Provide professional development to support Schoolwide academic programs by 2 teachers attending the Early Childhood Conference. Teachers will share the expertise by sharing at district-wide professional development opportunities and with other early childhood teachers at the school. Expenditures may include registration, travel, and meals.</li> <li>Provide professional development to support Schoolwide academic programs by one person attending the Literacy Conference. Expenditures may include registration, travel, and meals. Follow-up will be done by school administration.</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</p>

	<ul style="list-style-type: none"> <li>• State School Report Card data</li> </ul>	<ul style="list-style-type: none"> <li>• Provide stipends for the Professional Learning Team members for curriculum planning after school hours. The team leaders of grades K-5 will collaborate and plan support units to deliver instruction in the areas of reading and math. Approximately 30 teachers will be paid a stipend of \$25 per hour for preparation for the event. This will occur in afterschool hours at each grade level. These will occur in two hour increments @ \$25 per hour for 2 days.</li> <li>• Provide professional development training to teachers for ELA in an effort to improve academic performance for students in grades K-5. Solicit the services of Kimberly Johnson for 1 day @ a cost of \$1500 per day. The professional learning will support district and school efforts to uncover the hidden potential of students living in poverty. Follow-up will be provided by school personnel.</li> <li>• Provide professional development training to teachers in an effort to improve academic performance in Math for students in grades K-5. Solicit the services of Sandra Goff with My Math for 6 days @ a cost of \$1500 per day. Follow-up will be provided by school personnel.</li> </ul>	<p>Sample of Teachers.” American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.)</p>
<p>To increase parental involvement in the school and their child’s education.</p>	<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Parent Attendance to Parent Involvement Activities</li> <li>• Parents Checking Out Materials from School Parent Center</li> <li>• Parents Education Levels</li> <li>• Parents Attending Training Based on Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Implement 2 Curriculum Nights to support parent education in the area of ELA &amp; Math for grades K-5. Expenditures may include books, pencils, take home packets, cards, dominos, dice, counters, and play money. Purchase chicken sandwiches from Chick Fil a for the McDonald Elementary Title I Open House which includes information about ways to assist students with academic progress in reading and math throughout the year. The total expected will be approximately 150 at each affair.</li> <li>• Provide a balanced parenting/family educational program which will benefit approximately 150 parents and children. The program will include: • Continuous communication. • PASS Parenting Nights. • Parenting seminars/workshops. • Literacy Workshops. • Health Fair. • Career Week. • Classroom Events. • Summer take home practice packets. • Science Fair. • PTO. • Spirit Days. • Book Fair. • Fifth grade graduation celebration. • Welcome Back to School Open House. Expenditures will include: pamphlets, paper, books, math games, playing cards, calculators, pencils, play money, take-home packets, Build A Book Supplies, folders for parents for student work, cards, dice, counters, 'light' refreshments, etc.</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 across core subject areas.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase incentives such as books, gift cards, bookmarks, and field trip for Accelerated Reader achievements. The Accelerated Reader Program is a computerized reading program that allows K-5 students to accumulate points for each book based on their correct responses to questions about the book.</li> <li>• Provide an academic “experience” instructional day. The academic “experience” instructional day will give students hands-on real life experiences related to the grade appropriate state standards. These include: Colonial Days (paint and chalk boards) (4th grade), Butterfly Day (2nd grade), Author visit for writing instruction (Melinda Long) and professional development for teachers, and Career Day (refreshments and pens) (K-5). McDES has the Outdoor Learning Lab (Nature Trail) and these activities are literature (reading) related to the experiences.</li> <li>• Purchase incentives such as books and bookmarks for Accelerated Reader achievements. The Accelerated Reader Program is a computerized reading program that allows K-5 students to accumulate points for each book based on their correct responses to questions about the book. These will include books, book marks, pencils, erasers, etc.</li> </ul>	<p>CAI Azevedd, Roger and Robert M. Bernard. 1995. The Effects of Computer-Presented Feedback on Learning from Computer-Based Instruction: A Meta-Analysis. San Francisco: Annual meeting of the American Educational Research Association. ERIC, ED 385235</p>

		<ul style="list-style-type: none"> <li>• Provide 2 small group instruction tutors for K-5 grade to help close the achievement gap in ELA and Math. Tutors will work 32 weeks @ \$25 an hour 6 hours a day 3 days a week. Benefits are also included. Tutor will work under the direct supervision of the classroom teacher.</li> <li>• Employ 4 Teacher(s) for an afterschool program for ELA/Math. Teachers will be paid \$25 per hour for 2 hours per day 2 days a week for 8 weeks. Students that are struggling will benefit from this program.</li> </ul>	
<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> <li>• Parents Attending Training Based on Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and analyze overall Title I program effectiveness.</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>

**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:** McDonald Road El

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

		Yes	N/A
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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:** McDonald Road EI

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

		Yes	N/A
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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 McDonald Road El  
 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** McDonald Road El  
**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>	\$151,500.00	\$60,400.00	\$22,200.00	\$26,049.00	\$6,600.00	\$ 458.00		<b>\$267,207.00</b>
<b>Parenting/Family Literacy</b>	<b>188</b>	\$ 0.00	\$ 0.00	\$3,750.00	\$1,955.00	\$ 0.00	\$ 0.00		<b>\$5,705.00</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>	\$3,000.00	\$ 750.00	\$21,190.00	\$1,252.00	\$ 0.00	\$ 0.00		<b>\$26,192.00</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>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</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>\$154,500.00</b>	<b>\$61,150.00</b>	<b>\$47,140.00</b>	<b>\$29,256.00</b>	<b>\$6,600.00</b>	<b>\$ 458.00</b>	<b>\$ 0.00</b>	<b>\$299,104.00</b>

**Consolidated Funds Program Budget**

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

District GEORGETOWN (2201)  
 School Name McDonald Road El  
 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>