

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

School: Plantersville Elem

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>
Roxanne Franklin	Shalelia Deas	Parents
Ruben Smalls	Randy Ford	Community Members
Denise Daniels	Karen Owens	Teachers
Darryl Stanley	NOT REQUIRED	Principal
Kendra Jiles, Curriculum Coach	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Tiffany Nesbitt, Guidance Counselor	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Linda Mook	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Kim Ward, Nurse	Melonie Green, Paraprofessional	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		

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
School: Plantersville Elem

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																
Title I																							
Provide field studies/field trips for students to support and enhance instruction for K-5th grade students such as but not limited to Discovery Place and local performances by the Cultural Arts Society. This expenditure is for 60 students. (Small school with high poverty). Bus driver pay and benefits included.	1		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Admission Fee</td> <td style="width: 15%;">\$ 600.00</td> <td style="width: 15%;">Title I</td> <td style="width: 15%;">271 - 399</td> </tr> <tr> <td>Salary</td> <td>\$ 700.00</td> <td>Title I</td> <td>271 - 130</td> </tr> <tr> <td>Benefits</td> <td>\$ 300.00</td> <td>Title I</td> <td>271 - 200</td> </tr> <tr> <td>Mileage</td> <td>\$ 900.00</td> <td>Title I</td> <td>271 - 399</td> </tr> </table>	Admission Fee	\$ 600.00	Title I	271 - 399	Salary	\$ 700.00	Title I	271 - 130	Benefits	\$ 300.00	Title I	271 - 200	Mileage	\$ 900.00	Title I	271 - 399				DIBELS
Admission Fee	\$ 600.00	Title I	271 - 399																				
Salary	\$ 700.00	Title I	271 - 130																				
Benefits	\$ 300.00	Title I	271 - 200																				
Mileage	\$ 900.00	Title I	271 - 399																				
Integrate technology into classroom instruction with the use of technology materials, supplies, and equipment to support core subject areas in grades K-5th. Expenditures may include technology supplies such as but not limited to, smart board and/or smart table accessories, covers for ipads and ereaders and software (Achieve Computer Program), etc. This is above and beyond what the district provides.	1		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Equipment</td> <td style="width: 15%;">\$ 5,000.00</td> <td style="width: 15%;">Title I</td> <td style="width: 15%;">100 - 500</td> </tr> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 2,535.00</td> <td>Title I</td> <td>100 - 400</td> </tr> <tr> <td>Software Site Licenses</td> <td>\$ 11,675.00</td> <td>Title I</td> <td>100 - 300</td> </tr> </table>	Equipment	\$ 5,000.00	Title I	100 - 500	Instructional Materials and Supplies	\$ 2,535.00	Title I	100 - 400	Software Site Licenses	\$ 11,675.00	Title I	100 - 300				Reading MAP,Math MAP,SC Ready ELA and Math				
Equipment	\$ 5,000.00	Title I	100 - 500																				
Instructional Materials and Supplies	\$ 2,535.00	Title I	100 - 400																				
Software Site Licenses	\$ 11,675.00	Title I	100 - 300																				
Provide 2 small group instructional tutors 3 hours per day 4 days per week for 15 weeks at \$25 per hour for students who need additional assistance in ELA and Math. Tutors will work under the direct supervision of the classroom teacher.	1		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Salary</td> <td style="width: 15%;">\$ 3,375.00</td> <td style="width: 15%;">Title I</td> <td style="width: 15%;">100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 900.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 3,375.00	Title I	100 - 100	Benefits	\$ 900.00	Title I	100 - 200				Reading MAP,Math MAP,ELA Test,Math Test								
Salary	\$ 3,375.00	Title I	100 - 100																				
Benefits	\$ 900.00	Title I	100 - 200																				
Provide supplemental ELA materials to support Balanced Literacy and Everyday Math in grades Pre-K through grade 5. (Supplies for intervention materials for students such as leveled reading materials (workbooks included), LLI Kits, home/links(parent tips for academic performance newsletters) for parents, flashcards, extra materials for projects, mathematics practice books, etc. "Hands - on" materials and practice materials for mathematics will also be purchased.	2		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Instructional Materials and Supplies</td> <td style="width: 15%;">\$ 25,000.00</td> <td style="width: 15%;">Title I</td> <td style="width: 15%;">100 - 410</td> </tr> </table>	Instructional Materials and Supplies	\$ 25,000.00	Title I	100 - 410				Reading MAP,SC Ready ELA												
Instructional Materials and Supplies	\$ 25,000.00	Title I	100 - 410																				
Provide professional development training to teachers in an effort to							Reading MAP,Math MAP,ELA																

<p>Provide professional development training to teachers in an effort to improve academic performance in Balanced Literacy with Linda Mook and Everyday Mathematics with Jessica Phillips for teachers in grades K - 5. The cost will be approximately \$1,500 per day for 5 days for Phillips and \$1000 per day for 2 days for Mook. Additional funds will be expended for materials for the workshops and take homes.</p>	2		<table border="1"> <tr> <td>Speaker/Consultant Fees</td> <td>\$ 9,500.00</td> <td>Title I</td> <td>220 - 312</td> </tr> <tr> <td>Staff Development Supplies</td> <td>\$ 1,445.00</td> <td>Title I</td> <td>220 - 410</td> </tr> </table>	Speaker/Consultant Fees	\$ 9,500.00	Title I	220 - 312	Staff Development Supplies	\$ 1,445.00	Title I	220 - 410	<p>Test,Math Test,SC Ready Math,Sc Ready Reading,SC Reading Writing,Fountas and Pinelle Reading</p>
Speaker/Consultant Fees	\$ 9,500.00	Title I	220 - 312									
Staff Development Supplies	\$ 1,445.00	Title I	220 - 410									
<p>Provide opportunities for professional development through the following conferences: SCASA Leadership Institute (1 Principal) June 2018 SC Title I (1 Principal) October 2018 SCCTM (2 Teachers) SCIRA (2 Teachers) Daily 5 Reading (6 Teachers/Reading Coach/Principal) Spring 2018 ASCD (1 Principal) March 2018 Topics-ELA, Math, technology, building relationships, PLC's, classroom management/culture student engagement.</p>	5		<table border="1"> <tr> <td>registration, hotel, meals, and mileage</td> <td>\$ 4,774.00</td> <td>Title I</td> <td>220 - 300</td> </tr> </table>	registration, hotel, meals, and mileage	\$ 4,774.00	Title I	220 - 300	<p>Reading MAP,Math MAP,SC Ready Math and ELA</p>				
registration, hotel, meals, and mileage	\$ 4,774.00	Title I	220 - 300									
<p>Provide materials and refreshments for 100 parents during curriculum nights/parent teacher meetings designed to increase achievement in ELA, Math, and technology. 3 to 4 events scheduled on and off site. Topics to include core area academic strategies, State Assessments, technology, emotion and social wellness (Splash)-Expenditures may include but not limited to materials resources, manipulative, breaks and weekend resources for students, and refreshments.</p>	7		<table border="1"> <tr> <td>Parenting Supplies</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>188 - 410</td> </tr> </table>	Parenting Supplies	\$ 1,000.00	Title I	188 - 410	<p>Parent Survey,Parents Sign-in Sheet ,Parents Sign-in Sheet</p>				
Parenting Supplies	\$ 1,000.00	Title I	188 - 410									
Other Funding												
<p>Implement Balanced Literacy Program in grades K-5. Balanced Literacy Program is instructional program which uses research-based strategies to teacher students to read and write.</p>	1		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>District</td> <td>-</td> </tr> </table>		\$ 0.00	District	-					
	\$ 0.00	District	-									
<p>Implement SC Standards-based math program in grades K – 5.</p>	1		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>District</td> <td>-</td> </tr> </table>		\$ 0.00	District	-					
	\$ 0.00	District	-									
<p>Purchase books for classroom libraries to support Balanced Literacy Program in grades K-5.</p>	1		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>Act 135</td> <td>-</td> </tr> </table>		\$ 0.00	Act 135	-					
	\$ 0.00	Act 135	-									
<p>Provide students with individualized reading strategies via a computer assisted assessment instrument of Accelerated Reading and Accelerated Mathematics. These programs utilizes computerized tests to determine proficiency in comprehension on specific books and math proficiency.</p>	2		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>District</td> <td>-</td> </tr> <tr> <td></td> <td>\$ 0.00</td> <td>Act 135</td> <td>-</td> </tr> </table>		\$ 0.00	District	-		\$ 0.00	Act 135	-	
	\$ 0.00	District	-									
	\$ 0.00	Act 135	-									
<p>Provide a mentoring program using pastors, volunteers, community members, and parents to assist students with academic progress in reading and mathematics.</p>	2		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>PTO/PTA</td> <td>-</td> </tr> </table>		\$ 0.00	PTO/PTA	-					
	\$ 0.00	PTO/PTA	-									
<p>Continue public recognition of student’s academic accomplishments and to reinforce positive behaviors by using various medium such as: monthly school newsletter, “Good News Notes” mailed home, Awards Program, school broadcasts, local newspapers.</p>	2		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>PTO/PTA</td> <td>-</td> </tr> </table>		\$ 0.00	PTO/PTA	-					
	\$ 0.00	PTO/PTA	-									
<p>Integrate technology into the educational process in reading, math, science, and writing by providing computers.</p>	2		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>District</td> <td>-</td> </tr> </table>		\$ 0.00	District	-					
	\$ 0.00	District	-									

To provide Promethean Boards. Promethean boards are computerized instructional tool used to facilitate a collaborative teaching environment between teacher and student. The district provides 1 promethean board per 250 students.	2			\$ 0.00	District	-	
Provide extended day assistance and tutors for all students needing additional assistance in ELA and Math in K-5.	2			\$ 0.00	Act 135	-	
Continue with student contract system to elicit good behavior and better academic performance.	3			\$ 0.00	Local	-	
Continue with student contract system to elicit good behavior and better academic performance. Implement a Schoolwide guidance program.)	3			\$ 0.00	District	-	
Implement a mentoring program for students in grades 3 -5. • Develop guidelines for selection criteria. • Contact role models. • Consult School Improvement Council/PTO. • Implement and monitor program effectiveness.	3			\$ 0.00	Act 135	-	
Implement a conflict resolution program for grades one through five. • Provide orientation for staff, parents and students • Provide training for staff and students • Implement and monitor program effectiveness	3			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Implement a comprehensive school-to-work and character education program for CD through five.	3			\$ 0.00	PTO/PTA	-	
				\$ 0.00	District	-	
Revise plans for Title I and School Renewal and/programs as dictated by annual needs assessments.	3			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
The district provides coursework to teachers who are not highly qualified so that they can become highly qualified. Provide AP and/or PACE training for teachers who are eligible to teach advance classes.	4			\$ 0.00	District	-	
Provide staff development training to teachers, aides, administrators, and parents on the following topics: • Learning Styles • Understanding by Design • SCRI Reading Strategies • Scientifically Researched-Based Practices • Conflict Resolution • Teaching strategies • Diagnosis and/or prescriptions for reading problems • South Carolina Standards	5			\$ 0.00	Act 135	-	
Provide opportunities for professional development through the following conferences: • SCASA Leadership Institute (1 principal) • SCCTM (2 teachers) • SC-IRA (2 teachers) Attendees, upon their return, will provide training for the school staff on staff development day, faculty meeting, or grade level meeting.	5			\$ 0.00	Act 135	-	
Provide mentoring program for all teachers new to the district from out of state. as well as induction teachers.	6			\$ 0.00	State	-	
				\$ 0.00	District	-	

				\$ 0.00	EIA	-	
Provide a mental health counselor to assist with students needs.	7			\$ 0.00	Medicaid	-	
				\$ 0.00	County Mental Health	-	
Provide student incentives to serve as rewards for improvement of individual academic goals as measured by the School Report Card which are based on district/school criteria.	7			\$ 0.00	PTO/PTA	-	
				\$ 0.00	DSS	-	
				\$ 0.00	Local churches	-	
				\$ 0.00	Act 135	-	
Continue home visits program for grades CD-5.	7			\$ 0.00	District	-	
Continue with the parent literacy programs as follows: • Family-Computer Math Night; • In-House monthly Parenting Seminars/workshops; and • Implement and monitor program effectiveness.	7			\$ 0.00	Act 135	-	
Continue to address the academic and development needs of four –year-old Pre-kindergarten students in collaboration with state and federal programs and health and human services. • Head Start Visits to Plantersville School • Parent Orientation • School Improvement Report • School Newsletter	8			\$ 0.00	District	-	
				\$ 0.00	Head Start	-	
Review strategies, programs, and staff development targeted areas in math, language arts, and family literacy semi and annually.	9			\$ 0.00	District	-	
				\$ 0.00	Act 135	-	
Develop a portfolio on every student.	10			\$ 0.00	District	-	
Provide opportunities for students experiencing difficulties mastering required standards by providing extended day/ ‘early bird’ in reading and mathematics for grades K-5.	10			\$ 0.00	EAA	-	
Promote Career Awareness.	11			\$ 0.00	District	-	
Provide universal breakfast/lunch program.	11			\$ 0.00	USDA	-	
Provide site-based Mental Health Counselor to students in grades K - 5.	11			\$ 0.00	District	-	
				\$ 0.00	Medicaid	-	

TITLE I PAGE TOTAL:	67,704.00
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			
Plantersville Elem School, located in GEORGETOWN School District, has an enrollment of 91.27 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 in English language arts.	<ul style="list-style-type: none"> Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6] Reading Measure of Academic Progress (MAP) [grades K-10] School Profile data with trends State School Report Card data SC Ready ELA 	<ul style="list-style-type: none"> Provide supplemental ELA materials to support Balanced Literacy and Everyday Math in grades Pre-K through grade 5. (Supplies for intervention materials for students such as leveled reading materials (workbooks included), LLI Kits, home/links(parent tips for academic performance newsletters) for parents, flashcards, extra materials for projects, mathematics practice books, etc. "Hands - on" materials and practice materials for mathematics will also be purchased. Provide field studies/field trips for students to support and enhance instruction for K-5th grade students such as but not limited to Discovery Place and local performances by the Cultural Arts Society. This expenditure is for 60 students. (Small school with high poverty). Bus driver pay and benefits included. 	<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>Literacy Groups 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>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> <p>Tutoring 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>
To increase student achievement across core subject areas.	<ul style="list-style-type: none"> DIAL-3 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6] School Profile data with trends 	<ul style="list-style-type: none"> Provide professional development training to teachers in an effort to improve academic performance in Balanced Literacy with Linda Mook and Everyday Mathematics with Jessica Phillips for teachers in grades K - 5. The cost will be approximately \$1,500 per day for 5 days for Phillips and \$1000 per day for 2 days for Mook. Additional funds will be expended for materials for the workshops and take homes. 	<p>4K program 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. http://www.ffcd.org. (Annotated citation and document can be found in ERIC, ED 482858.)</p>

		<ul style="list-style-type: none"> • Provide 2 small group instructional tutors 3 hours per day 4 days per week for 15 weeks at \$25 per hour for students who need additional assistance in ELA and Math. Tutors will work under the direct supervision of the classroom teacher. 	<p>Extended Day Seever, Margaret. 1991. The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. Kansas City School District. ERIC, ED 349089.</p>
<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> • Parent Survey • Parent Attendance to Parent Involvement Activities • 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"> • Provide materials and refreshments for 100 parents during curriculum nights/parent teacher meetings designed to increase achievement in ELA, Math, and technology. 3 to 4 events scheduled on and off site. Topics to include core area academic strategies, State Assessments, technology, emotion and social wellness (Splash)-Expenditures may include but not limited to materials resources, manipulative, breaks and weekend resources for students, and refreshments. 	<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 professional development on best practices to improve instruction.</p>	<ul style="list-style-type: none"> • Professional Development Survey of Needs of Faculty • Classroom Observations by Administrators, Coaches, or Others • School Profile data with trends • State School Report Card data 	<ul style="list-style-type: none"> • Provide opportunities for professional development through the following conferences: SCASA Leadership Institute (1 Principal) June 2018 SC Title I (1 Principal) October 2018 SCCTM (2 Teachers) SCIRA (2 Teachers) Daily 5 Reading (6 Teachers/Reading Coach/Principal) Spring 2018 ASCD (1 Principal) March 2018 Topics-ELA, Math, technology, building relationships, PLC's, classroom management/culture student engagement. 	<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>Literacy Groups 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>Reading First U.S. Department of Education. (2006) Reading First Implementation Evaluation: Interim Report, Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. http://www.ed.gov/rschstat/eval/other/readingfirst-interim/readingfirst.pdf</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>To recruit and retain highly qualified teachers.</p>	<ul style="list-style-type: none"> • Classroom Observations by Administrators, Coaches, or Others 	<ul style="list-style-type: none"> • Provide mentoring program for all teachers new to the district from out of state, as well as induction teachers. 	<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>Instructional Coach Sparks, George. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p>
<p>To provide additional students support services to students.</p>	<ul style="list-style-type: none"> • School Profile data with trends • State School Report Card data • Trend Data for Office Behavior Referrals 	<ul style="list-style-type: none"> • Provide a mental health counselor to assist with students needs. 	<p>Character Education Cafo, Zuhail and Demet Somuncuo. 2000. Global Values in Education and Character Education. ERIC, ED449449.</p> <p>Guidance Counselor Dean, Margie M. 1992. A Dying Need for Counselors in the Elementary School: A Student Survey. Knoxville: Annual Meeting of the Mid-South Educational Research Association, November. ERIC, ED 354436.</p>

	<ul style="list-style-type: none"> • Trend Data for Office Behavior Referrals 		<p>Educational Research Association, November. ERIC, ED 554450.</p> <p>Social Worker</p> <p>Anderson-Butcher, Dawn, E. Gwyn Stetler, and Theresa Midle. 2006. "A Case for Expanded School-Community Partnerships in Support of Positive Youth Development." Children & Schools 28, no. 3:155-163. (Annotated citation can be found in ERIC, EJ 44160.)</p>
<p>To integrate technology into classroom instruction.</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 technology into classroom instruction with the use of technology materials, supplies, and equipment to support core subject areas in grades K-5th. Expenditures may include technology supplies such as but not limited to, smart board and/or smart table accessories, covers for ipads and ereaders and software (Achieve Computer Program), etc. This is above and beyond what the district provides. 	<p>Technology</p> <p>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: Plantersville 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: Plantersville 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 Plantersville 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	
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 Plantersville 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	
Name	No.							(Indirect Cost)	
Instruction	100	\$3,375.00	\$ 900.00	\$11,675.00	\$27,535.00	\$5,000.00	\$ 0.00		\$48,485.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$1,000.00	\$ 0.00	\$ 0.00		\$1,000.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$14,274.00	\$1,445.00	\$ 0.00	\$ 0.00		\$15,719.00
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	\$ 700.00	\$ 300.00	\$1,500.00	\$ 0.00	\$ 0.00	\$ 0.00		\$2,500.00
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		\$4,075.00	\$1,200.00	\$27,449.00	\$29,980.00	\$5,000.00	\$ 0.00	\$ 0.00	\$67,704.00

Consolidated Funds Program Budget

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

District GEORGETOWN (2201)
School Name Plantersville 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	
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