

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

School: Maryville El

District: GEORGETOWN

Percent Poverty: 94.85%

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>
Lisa Herrington	Jamie Bromell	Parents
Lila Beach	Kay B. McCarley	Community Members
Breann Ethridge	Lisa Walsh	Teachers
Stephanie S. Stuckey	NOT REQUIRED	Principal
Genia Smith, Director Student Performance	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Dr. Rena Rice, Guidance Counselor	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Linda Mook, Consultant	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Scott Batton, Assistant Principal	Marsha Wilson, Bookkeeper	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Nicole Barakat	NyRhonda Nixon	
Sherry Poston	Christie Harrelson	
Morgan Carnley	Amy Condon	

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: Maryville El

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							
Employ 2 Teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grades 1 and 3 in ELA and Math. Reduce student-teacher ratio from 17:1 to 14:1 in grade 1 and 25:1 to 19:1 in grade 3. Mitchum, Johnson	1		Salary	\$ 88,000.00	Title I	100 - 110	Reading MAP, Math MAP
			Benefits	\$ 39,000.00	Title I	100 - 200	
			Benefits	\$ 300.00	Title I	100 - 650	
			Substitute Salary	\$ 1,400.00	Title I	100 - 311	
Employ 1 Reading teacher @ 1.0 FTE to provide systematic and explicit intervention instruction to individuals and small groups in grades K-5 and to teachers for individuals and groups. Harrelson	1		Salary	\$ 48,200.00	Title I	100 - 110	Reading MAP, ELA Test, SC Ready ELA
			Benefits	\$ 24,000.00	Title I	100 - 200	
			Benefits	\$ 150.00	Title I	100 - 650	
Provide instructional materials in ELA and Math to support whole group and small group instruction in grades K-5. Expenditures may include classroom book sets at a rate of \$1,700 per grade level K-5. Kits/manipulatives may include charts, paper, posters, tape, glue, staples, notebooks, timers, rulers, and ink cartridges for the poster maker. Each collection offers titles within a variety of genres, topics, and content areas. This is for grades K-5.	2		Instructional Materials and Supplies	\$ 10,200.00	Title I	100 - 410	Reading MAP, SC Ready ELA

<p>Provide technology for use during classroom instruction and other technology materials, supplies, and equipment to collaborate teaching. Expenditures may include white boards with projectors and poster maker system for grades K-5. The Poster Maker System (@ \$6800) will be used 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 are above the district per pupil allocation at all schools. Integrate technology and other equipment materials to communicate, reinforce and support state standards: display standards for math and reading in the classroom; create posters to keep students up to date on attainment of educational goals; use anchor charts to reinforce specific standards; posters of letters of the alphabet and phonics that students can relate to; use 21st century equipment in classrooms such as white boards and projectors (4 @ \$2400 each) to engage students and interact with students in ELA and Math.</p>	2		<table border="1"> <tr> <td>Equipment</td> <td>\$ 18,008.00</td> <td>Title I</td> <td>100 - 545</td> </tr> </table>	Equipment	\$ 18,008.00	Title I	100 - 545	Reading MAP, Math MAP																
Equipment	\$ 18,008.00	Title I	100 - 545																					
<p>To provide a variety of systematic and explicit intervention strategies to students through online resources that supports the RTI framework. The resources that will be used by the Reading Teacher and the classroom teachers are Dibels, Reading Tutors, Reading A-Z, Vocabulary A-Z, USA, Studies Weekly, and Raz-Kids, and MobyMax. Expenditures may include professional reading books, reading kits, and paper.</p>	2		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 4,823.00</td> <td>Title I</td> <td>100 - 410</td> </tr> <tr> <td>Software Site Licenses</td> <td>\$ 3,000.00</td> <td>Title I</td> <td>100 - 300</td> </tr> </table>	Instructional Materials and Supplies	\$ 4,823.00	Title I	100 - 410	Software Site Licenses	\$ 3,000.00	Title I	100 - 300	Reading MAP, Math MAP, ELA Test, Classroom observations, Classroom observations, Classroom observations												
Instructional Materials and Supplies	\$ 4,823.00	Title I	100 - 410																					
Software Site Licenses	\$ 3,000.00	Title I	100 - 300																					
<p>Employ 3 teachers @ \$25 per hour to assist with additional help in ELA and Math during the summer for grades K-5 @ 4 hours per day 4 days per week for approximately 2 weeks in July 2017 and 4 weeks in June 2018. Bus driver salary and benefits also included. This will be an additional salary for summer work.</p>	2		<table border="1"> <tr> <td>Salary</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>251 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 250.00</td> <td>Title I</td> <td>251 - 200</td> </tr> <tr> <td>Mileage</td> <td>\$ 2,500.00</td> <td>Title I</td> <td>251 - 399</td> </tr> <tr> <td>Salary</td> <td>\$ 10,000.00</td> <td>Title I</td> <td>100 - 125</td> </tr> <tr> <td>Benefits</td> <td>\$ 3,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 1,000.00	Title I	251 - 100	Benefits	\$ 250.00	Title I	251 - 200	Mileage	\$ 2,500.00	Title I	251 - 399	Salary	\$ 10,000.00	Title I	100 - 125	Benefits	\$ 3,000.00	Title I	100 - 200	Reading MAP, Math MAP, SC Ready ELA and Math
Salary	\$ 1,000.00	Title I	251 - 100																					
Benefits	\$ 250.00	Title I	251 - 200																					
Mileage	\$ 2,500.00	Title I	251 - 399																					
Salary	\$ 10,000.00	Title I	100 - 125																					
Benefits	\$ 3,000.00	Title I	100 - 200																					
<p>School-wide author (consultant) visit students to share works to motivate and increase student interest in reading non-fiction literature. As a</p>			<table border="1"> <tr> <td>Speaker/Consultant Fees</td> <td>\$ 1,500.00</td> <td>Title I</td> <td>100 - 311</td> </tr> </table>	Speaker/Consultant Fees	\$ 1,500.00	Title I	100 - 311																	
Speaker/Consultant Fees	\$ 1,500.00	Title I	100 - 311																					

<p>result of the visit 'just right' book purchases will be made for all classroom libraries. This will include E. B. Lewis for one day @ \$1500 per day.</p>	2		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 598.00</td> <td>Title I</td> <td>100 - 410</td> </tr> </table>	Instructional Materials and Supplies	\$ 598.00	Title I	100 - 410	Reading MAP,ELA Test				
Instructional Materials and Supplies	\$ 598.00	Title I	100 - 410									
<p>Provide 1 certified instructional tutor at 6 hours per day @ \$25 per hour 5 days per week for 73 days to provide instructional support in the area of reading and math.</p>	2		<table border="1"> <tr> <td>Salary</td> <td>\$ 11,000.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 3,000.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 11,000.00	Title I	100 - 100	Benefits	\$ 3,000.00	Title I	100 - 200	Reading MAP,Math MAP,ELA Test,Math Test
Salary	\$ 11,000.00	Title I	100 - 100									
Benefits	\$ 3,000.00	Title I	100 - 200									
<p>Employ 7 teachers @ \$25 per hour to develop curriculum units during the summer for grades K-5 @ 5 hours per day for 8 days in June.</p>	3		<table border="1"> <tr> <td>Stipend</td> <td>\$ 7,000.00</td> <td>Title I</td> <td>220 - 134</td> </tr> <tr> <td>Benefits</td> <td>\$ 1,854.00</td> <td>Title I</td> <td>220 - 200</td> </tr> </table>	Stipend	\$ 7,000.00	Title I	220 - 134	Benefits	\$ 1,854.00	Title I	220 - 200	Reading MAP,SC Ready ELA
Stipend	\$ 7,000.00	Title I	220 - 134									
Benefits	\$ 1,854.00	Title I	220 - 200									
<p>Provide staff development for Balanced Literacy, Reading Strategies, and RTI. Teacher intervention kits and materials for professional growth will be purchased with these funds. The school will contract with Linda Mook for 20 days @ \$1000 per day. She will provide professional development with an intense focus on small group instruction, guided reading instruction, and comprehension skills for teachers in grade K-5. The training is tailored to the schools and teachers' weaknesses as evidenced by the MAP scores and SC Pass/SC Ready and observations. Light snacks, paper, and supplies may be purchased.</p>	5		<table border="1"> <tr> <td>Speaker/Consultant Fees</td> <td>\$ 20,000.00</td> <td>Title I</td> <td>220 - 300</td> </tr> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 4,000.00</td> <td>Title I</td> <td>220 - 410</td> </tr> </table>	Speaker/Consultant Fees	\$ 20,000.00	Title I	220 - 300	Instructional Materials and Supplies	\$ 4,000.00	Title I	220 - 410	Reading MAP,ELA Test,Classroom observations ,Classroom observations ,Classroom observations ,Classroom observations ,Classroom observations
Speaker/Consultant Fees	\$ 20,000.00	Title I	220 - 300									
Instructional Materials and Supplies	\$ 4,000.00	Title I	220 - 410									
<p>Provide professional development materials to teachers in an effort to improve academic performance in ELA and Math for students in grades K-5. Expenditures may include professional reading materials for book studies and professional development videos. this will also include professional attendance at conferences and workshops such as '2 Sisters', SCRI, SCTM, Early Childhood Conference, etc. This will include registration and travel for teachers. An early childhood teacher representative and an elementary teacher representative will be attending the specific conferences where applicable. The reading coach will also be attending. The '2 Sisters' Conference is one which focuses on student strategies for</p>	5		<table border="1"> <tr> <td>Staff Development Supplies</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>220 - 400</td> </tr> <tr> <td>registration, hotel, meals, and mileage</td> <td>\$ 7,800.00</td> <td>Title I</td> <td>220 - 300</td> </tr> </table>	Staff Development Supplies	\$ 1,000.00	Title I	220 - 400	registration, hotel, meals, and mileage	\$ 7,800.00	Title I	220 - 300	Reading MAP,Math MAP,SC Ready ELA and Math
Staff Development Supplies	\$ 1,000.00	Title I	220 - 400									
registration, hotel, meals, and mileage	\$ 7,800.00	Title I	220 - 300									

engagement in reading and mathematics. They are the authors of 'The Cafe' etc. Also provide professional development for administration to improve student's academic performance in all content areas. Expenditures may include reading materials for book studies and professional development videos, lodging, registration, travel, and meals. This will include conferences and workshops such as Title I and SCASA conferences.			
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Provide a mother/son and father/daughter workshop to offer strategies for parents/families to use with their child to increase their self esteem and recommend positive parenting/family engagement tips. Supplies will include leveled reading books, level classroom library sets, and materials to make literacy centers. The food will be purchased for approximately 300 parents and students for two nights. The stipend is for the cafeteria staff to prepare the meals. The speakers will be Patricia Canada and Gwendolyn McNeil. The two nights will include instruction in reading and writing (one) and mathematics (one). The speaker fees will be \$250 per speaker and will be approximately for 4 days.	7		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 2,500.00</td> <td>Title I</td> <td>188 - 410</td> </tr> <tr> <td>Meals</td> <td>\$ 3,500.00</td> <td>Title I</td> <td>188 - 399</td> </tr> <tr> <td>Stipend</td> <td>\$ 320.00</td> <td>Title I</td> <td>188 - 138</td> </tr> <tr> <td>Benefits</td> <td>\$ 200.00</td> <td>Title I</td> <td>188 - 200</td> </tr> <tr> <td>Speaker/Consultant Fees</td> <td>\$ 800.00</td> <td>Title I</td> <td>188 - 312</td> </tr> </table>	Instructional Materials and Supplies	\$ 2,500.00	Title I	188 - 410	Meals	\$ 3,500.00	Title I	188 - 399	Stipend	\$ 320.00	Title I	188 - 138	Benefits	\$ 200.00	Title I	188 - 200	Speaker/Consultant Fees	\$ 800.00	Title I	188 - 312	Parent Survey, Parents Sign-in Sheet, Parents Sign-in Sheet
Instructional Materials and Supplies	\$ 2,500.00	Title I	188 - 410																					
Meals	\$ 3,500.00	Title I	188 - 399																					
Stipend	\$ 320.00	Title I	188 - 138																					
Benefits	\$ 200.00	Title I	188 - 200																					
Speaker/Consultant Fees	\$ 800.00	Title I	188 - 312																					

Provide 7 well rounded parenting/family engagement educational programs which will benefit both family and child to include: literacy workshops, career day, red ribbon week, parenting seminars, and SC Ready nights. The supplies will include parent read aloud books, student materials to construct books, paper, game pieces, manipulatives, games, sentence strips, glue, construction paper, cardboard, cardstock, markers, etc.	7		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 3,531.00</td> <td>Title I</td> <td>188 - 410</td> </tr> <tr> <td>Meals</td> <td>\$ 3,300.00</td> <td>Title I</td> <td>188 - 399</td> </tr> </table>	Instructional Materials and Supplies	\$ 3,531.00	Title I	188 - 410	Meals	\$ 3,300.00	Title I	188 - 399	Reading MAP, Math MAP, Classroom observations, Classroom observations, Classroom observations
Instructional Materials and Supplies	\$ 3,531.00	Title I	188 - 410									
Meals	\$ 3,300.00	Title I	188 - 399									

Other Funding

Learning opportunities will be provided in K-5th grade classrooms that will enhance higher order thinking skills in all content areas.	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	-					
Field study opportunities will be provided to reinforce and support the curriculum and instruction. Lesson plans will include field study activities and the standards.	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	-					
To implement best practices at all grade levels.	2		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>EIA</td> <td>-</td> </tr> </table>		\$ 0.00	EIA	-	
	\$ 0.00	EIA	-					
Provide a parent/volunteer program to assist								

students with academic needs in readings and mathematics, such as one to one tutoring.	3			\$ 0.00	PTO/PTA	-	
Provide assistance with behavior modification programs and individual counseling to encourage positive self-esteem.	3			\$ 0.00	County Mental Health	-	
Provide a guidance program that uses classroom activities, small group sessions and promotes: conflict confusion, violence awareness, decision making skills, positive self concept, good study habits, test taking skills, and Character Education and Career Awareness.	3			\$ 0.00	District	-	
Implement Mentor Program for first and second year teachers and those teachers needing diagnostic assistance.	6			\$ 0.00	District	-	
Support for National Board Candidates with district supplemental stipends for those who achieve certification. Offer opportunities for advanced degrees.	6			\$ 0.00	Title II	-	
Provide a well rounded parenting/family educational program which will benefit both parent and child to include: Literacy workshops, Career Day, Red Ribbon Week, Parenting Seminars, PASS nights, and Mental Health Services.	7			\$ 0.00	PTO/PTA	-	
Provide activities that offer a smooth transition from early childhood programs. Provide opportunities for school visitation to prepare students for transitions including head start and state run Pre-School Programs. Maintain communication and collaboration with parents that support transition. Students will visit next grade level near end of year. Home visits and Open House for Pre-k.	8			\$ 0.00	Head Start	-	
Continue to address the academic and development needs of four year old pre-k students in collaboration with state and federal programs and health and human services. Head Start visits to Maryville School, Parent Orientation, School Improvement Report, and School Newsletter.	8			\$ 0.00	District	-	
				\$ 0.00	Head Start	-	
Provide staff development for teachers to stay abreast of changes in ELA and math assessments.	9			\$ 0.00	District	-	

Use multiple and innovative assessment techniques and strategies that assess all students on a regular basis and allows for sharing and transferring information by: providing training in appropriate assessment procedures, using assessment data in planning and implementing instruction, and continue seminar on "Interpreting Test Data".	9			\$ 0.00	District	-	
Provide a Parents' SC Ready/PASS Practice Workshop.	10			\$ 0.00	Act 135	-	
Provide tutors for Reading and Math for students who are not mastering standards.	10			\$ 0.00	District	-	
Encourage parents to attend Howard Adult Education Center for the purpose of pursuing a GED.	11			\$ 0.00	Adult Education	-	
				\$ 0.00	District	-	

TITLE I PAGE TOTAL:	325,734.00
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			
Maryville El School, located in GEORGETOWN School District, has an enrollment of 490.90 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 reduce class size to provide additional individual and group instruction.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] Class Size Before Reduction in grade 1 from 21:1 to 15 : 1; in grades 3 and 4 24: 1 to 16: 1 SC Ready ELA; DIBELS Data; Reading Levels as assessed by 'running records' in Fountas and Pinnell; Writing scores; 	<ul style="list-style-type: none"> Employ 2 Teacher(s) @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grades 1 and 3 in ELA and Math. Reduce student-teacher ratio from 17:1 to 14:1 in grade 1 and 25:1 to 19:1 in grade 3. Mitchum, Johnson 	<p>Reduced Class Size 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 http://www.heros-inc.org/newstar.pdf (Annotated citation can be found in ERIC, ED 419593.)</p>
To increase student achievement in English language arts.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Developmental Reading Assessment (DRA) [grades K-8] Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6] Checklist from 'running records' Classroom Observations by Administrators, Coaches, or Others 	<ul style="list-style-type: none"> Provide instructional materials in ELA and Math to support whole group and small group instruction in grades K-5. Expenditures may include classroom book sets at a rate of \$1,700 per grade level K-5. Kits/manipulatives may include charts, paper, posters, tape, glue, staples, notebooks, timers, rulers, and ink cartridges for the poster maker. Each collection offers titles within a variety of genres, topics, and content areas. This is for grades K-5. To provide a variety of systematic and explicit intervention strategies to students through online resources that supports the RTI framework. The resources that will be used by the Reading Teacher and the classroom teachers are Dibels, Reading Tutors, Reading A-Z, Vocabulary A-Z, USA, Studies Weekly, and Raz-Kids, and MobyMax. Expenditures may include professional reading books, reading kits, and paper. Employ 1 Reading teacher @ 1.0 FTE to provide sytematic and explicit intervention instruction to individuals and small groups in grades K-5 and to teachers for individuals and groups. Harrelson School-wide author (consultant) visit students to share works to motivate and increase student interest in reading non-fiction literature. As a result of the visit 'just right' book purchases will be made for all classroom libraries. This will include E. B. Lewis for one day @ \$1500 per day. 	<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>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"> • Provide technology for use during classroom instruction and other technology materials, supplies, and equipment to collaborate teaching. Expenditures may include white boards with projectors and poster maker system for grades K-5. The Poster Maker System (@ \$6800) will be used 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 are above the district per pupil allocation at all schools. Integrate technology and other equipment materials to communicate, reinforce and support state standards: display standards for math and reading in the classroom; create posters to keep students up to date on attainment of educational goals; use anchor charts to reinforce specific standards; posters of letters of the alphabet and phonics that students can relate to; use 21st century equipment in classrooms such as white boards and projectors (4 @ \$2400 each) to engage students and interact with students in ELA and Math. 	<p>Technology Bush, Thomas, John Armstrong, Dan Bar brow, 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 student achievement in English language arts.</p>	<ul style="list-style-type: none"> • Reading Measure of Academic Progress (MAP) [grades K-10] • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6] • SC Ready ELA Subgroups; Writing Subgroups by Strand; Fountas and Pinnell Reading Running Records for Diagnostic purposes 	<ul style="list-style-type: none"> • Provide staff development for Balanced Literacy, Reading Strategies, and RTI. Teacher intervention kits and materials for professional growth will be purchased with these funds. The school will contract with Linda Mook for 20 days @ \$1000 per day. She will provide professional development with an intense focus on small group instruction, guided reading instruction, and comprehension skills for teachers in grade K-5. The training is tailored to the schools and teachers' weaknesses as evidenced by the MAP scores and SC Pass/SC Ready and observations. Light snacks, paper, and supplies may be purchased. • Provide professional development materials to teachers in an effort to improve academic performance in ELA and Math for students in grades K-5. Expenditures may include professional reading materials for book studies and professional development videos. this will also include professional attendance at conferences and workshops such as '2 Sisters', SCRI, SCTM, Early Childhood Conference, etc. This will include registration and travel for teachers. An early childhood teacher representative and an elementary teacher representative will be attending the specific conferences where applicable. The reading coach will also be attending. The '2 Sisters' Conference is one which focuses on student strategies for engagement in reading and mathematics. They are the authors of 'The Cafe' etc. Also provide professional development for administration to improve student's academic performance in all content areas. Expenditures may include reading materials for book studies and professional development videos, lodging, registration, travel, and meals. This will include conferences and workshops such as Title I and SCASA conferences. • Employ 7 teachers @ \$25 per hour to develop curriculum units during the summer for grades K-5 @ 5 hours per day for 8 days in June. 	<p>Balanced Literacy 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>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> • Trend Data for Guidance Referrals • Trend Data for Office Behavior Referrals • Parents Education Levels • Parent Attendance to Parent Involvement Activities • Parents Attending Training Based on Sign-in Sheets 	<ul style="list-style-type: none"> • Provide a mother/son and father/daughter workshop to offer strategies for parents/families to use with their child to increase their self esteem and recommend positive parenting/family engagement tips. Supplies will include leveled reading books, level classroom library sets, and materials to make literacy centers. The food will be purchased for approximately 300 parents and students for two nights. The stipend is for the cafeteria staff to prepare the meals. The speakers will be Patricia Canada and Gwendolyn McNeil. The two nights will include instruction in reading and writing (one) and mathematics (one). The speaker fees will be \$250 per speaker and will be approximately for 4 days. • Provide 7 well rounded parenting/family engagement educational programs which will benefit both family and child to include: literacy workshops, career day, red ribbon week, parenting seminars, and SC Ready nights. The supplies will include parent read aloud books, student materials to construct books, paper, game pieces, manipulatives, games, sentence strips, glue, construction paper, cardboard, cardstock, markers, etc. 	<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 increase student achievement in mathematics</p>	<ul style="list-style-type: none"> • Math Measure of Academic Progress (MAP) [grades K-10] • SC Ready Math 	<ul style="list-style-type: none"> • To implement best practices at all grade levels. 	<p>Everyday Math Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S.L. Send and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p>
<p>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] • Classroom Observations by Administrators, Coaches, or Others 	<ul style="list-style-type: none"> • Employ 3 teachers @ \$25 per hour to assist with additional help in ELA and Math during the summer for grades K-5 @ 4 hours per day 4 days per week for approximately 2 weeks in July 2017 and 4 weeks in June 2018. Bus driver salary and benefits also included. This will be an additional salary for summer work. • Provide 1 certified instructional tutor at 6 hours per day @ \$25 per hour 5 days per week for 73 days to provide instructional support in the area of reading and math. 	<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>

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: Maryville El

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: Maryville El

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 Maryville 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	
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 Maryville 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	
Name	No.							(Indirect Cost)	
Instruction	100	\$157,200.00	\$69,000.00	\$5,900.00	\$15,621.00	\$18,008.00	\$ 450.00		\$266,179.00
Parenting/Family Literacy	188	\$ 320.00	\$ 200.00	\$7,600.00	\$6,031.00	\$ 0.00	\$ 0.00		\$14,151.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$7,000.00	\$1,854.00	\$27,800.00	\$5,000.00	\$ 0.00	\$ 0.00		\$41,654.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$1,000.00	\$ 250.00	\$2,500.00	\$ 0.00	\$ 0.00	\$ 0.00		\$3,750.00
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		\$165,520.00	\$71,304.00	\$43,800.00	\$26,652.00	\$18,008.00	\$ 450.00	\$ 0.00	\$325,734.00

Consolidated Funds Program Budget

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

District GEORGETOWN (2201)
 School Name Maryville 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	
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