

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

School: Browns Ferry El  
Percent Poverty: 100.00%

District: GEORGETOWN  
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>
Calanda Linen	Andrea Collins	Parents
Reanna Cohens	Rev. Justin Gamble	Community Members
Sandra Obasi	Samantha Vereen	Teachers
Kimberly Means-Nesmith	NOT REQUIRED	Principal
Genia Smith, Director Student Performance	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Andrea Griffith-Hill, Curriculum Coach	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Melissa Caulk	NOT REQUIRED	Priority (TA) Providers - ( Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Joann Grimmage	Vanessa Peterson	Other School Staff
		Students, <b>NOT REQUIRED</b> because it is NOT a High School
<b>Others:</b>		
Maggie Brown		
Danielle Cohens		
Nakeya Armstrong		

## 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:** Browns Ferry El

<b>Activity</b> <b>Include Staff Development</b> (Provide a brief one-sentence description for each activity.)		<b>Funding Category</b> (Only for Priority (TA) funded activities)	<b>Use of Funds</b> (Only for Title I, Consolidated, and Priority (TA) funded activities)	<b>Activity Cost</b> (Only for Title I, Consolidated, and Priority (TA) funded activities)	<b>Funding Source</b>	<b>Budget Code</b>	<b>Evaluation/ Evidence to Determine Successful Implementation</b>
<b>Title I</b>							
Provide a 1st grade teacher at 1.0 FTE for reduced class size to provide additional individual instructional time for students in a 11:1 ration, rather than 22:1. This number reflects that in that grade level there are only 22 first graders. This is a rural small school. Street	1		Salary	\$ 37,000.00	Title I	100 - 100	Reading MAP,Math MAP,SC Ready ELA and Math
			Benefits	\$ 16,855.00	Title I	100 - 200	
			Benefits	\$ 150.00	Title I	100 - 650	
			Substitute Salary	\$ 700.00	Title I	100 - 311	
Provide a variety of systematic and explicit interventions that supports Math and ELA which may include software site licenses. Reading Eggs, Reading Eggspress, Math Seeds, and Brain Pop will be the programs that will be purchased. This is for grades K-5.	2		Software Site Licenses	\$ 3,900.00	Title I	100 - 345	Reading MAP,SC Ready ELA
Integrate technology into classroom instruction with the use of technology materials, supplies, and equipment in grades K-5. Expenditures may include 1 Chromebook Cart and 1 poster maker system. The Poster Maker System 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. This is above the district allotment. These will be added to the district equitable allocation of devices and placed in a central location to be used by students in K - 5 as appropriate.	2		Equipment	\$ 11,000.00	Title I	100 - 545	Reading MAP,Math MAP
Employ 1 tutor @ \$25 per hour to provide a remediation and enrichment program for students in grades K-5 for ELA. Approximately 4 hours per day 5 days per week for 150 days.	2		Salary	\$ 15,000.00	Title I	100 - 100	Reading MAP,Math MAP,SC Ready ELA and Math
			Benefits	\$ 4,000.00	Title I	100 - 200	

Provide instructional materials and supplies in ELA and Math to support classroom instruction in grades K-5. Expenditures may include chart paper, resource books, classroom library books, flipchart markers, etc.	2		Instructional Materials and Supplies	\$ 1,688.00	Title I	100 - 400	Reading MAP,Math MAP,ELA Test,Math Test
Provide professional development to staff in the form of book studies. Also include the purchase of professional resources including The Café book, Seven Simple Secrets, The Leader in Me and other professional books, and the Daily Café online subscription for 10 teachers and administrators @ \$40 per teacher.	5		Staff Development Supplies	\$ 435.00	Title I	220 - 410	Reading MAP,Math MAP,SC Ready ELA and Math
			Software Site Licenses	\$ 365.00	Title I	220 - 300	
Provide math professional development through whole group and small group assistance will be conducted by Sandra Goff, math consultant. The training is to meet the needs of the schools' and teachers' weaknesses as evidenced by MAP scores. Training will encourage more hands on math activities. (Rate averages \$1,500 per day for 3 days during 1/2 day planning sessions. Approximately \$2,400 will be used for 4 substitutes 3 times throughout the year.)	5		Speaker/Consultant Fees	\$ 4,500.00	Title I	220 - 300	Reading MAP,Math MAP,ELA Test,Math Test
			Substitute Salary	\$ 2,400.00	Title I	100 - 300	
Provide professional development for the principals to support schoolwide academic programs by attending SCASA (June 2018), SCATA (October 2017), and SCABSE (January 2018). Expenditures may include lodging, registration, mileage, and meals.	5		registration, hotel, meals, and mileage	\$ 2,181.00	Title I	220 - 300	Reading MAP,Math MAP,ELA Test,Math Test
Provide professional development training to teachers 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,ELA Test,Math Test
Provide professional development training to teachers in an effort to improve academic performance in ELA for students in grades K-5. Solicit the services of Linda Mook for balanced literacy for 2 days @ a cost of \$1000 per day. Follow-up will be provided by school administration.	5		Speaker/Consultant Fees	\$ 2,000.00	Title I	220 - 312	Reading MAP,ELA Test
Provide Curriculum Nights for the purpose of teaching parents strategies to help their child in ELA and Math for grades K-5 students. Game pieces, posterboard, markers, paper, ink cartridges, cardstock, and meals may be purchased to make this a family event and to encourage parent attendance. There will be approximately 100 people in attendance.	7		Meals	\$ 800.00	Title I	188 - 300	Parents Sign-in Sheet ,Parents Sign-in Sheet
			Instructional Materials and Supplies	\$ 500.00	Title I	188 - 410	
<b>Other Funding</b>							
Provide hands-on instruction in science for students at each grade level.	1			\$ 0.00	District	-	
				\$ 0.00	Waccamaw Hub	-	

Provide necessary strategies to integrate science into reading and math.	1			\$ 0.00	Waccamaw Hub	-	
Provide additional trade books to support classroom instruction	1			\$ 0.00	Act 135	-	
Provide ancillary materials in Reading/Language Arts/Math.	2			\$ 0.00	Act 135	-	
Provide supplemental instructional materials to address critical thinking and problem-solving skills for improving interpersonal skills	2			\$ 0.00	Act 135	-	
Implement after-school program for all students in grades 2-5 in reading, math and science	2			\$ 0.00	21st Century Grant	-	
Utilize computers and technology for research projects, the writing process and educational programs.	2			\$ 0.00	District	-	
To maintain site-based mental health counselor to provide focused interventions to imPASS student achievement	3			\$ 0.00	County Mental Health	-	
				\$ 0.00	District	-	
To provide Career Awareness Week opportunities for students to explore career interests	3			\$ 0.00	Community	-	
To provide orientation sessions to familiarize 5th graders with the middle school concept	3			\$ 0.00	Pupil Activity Fund	-	
To participate in the local Academic Fair	3			\$ 0.00	District	-	
Continue/revise student leadership programs. (Bengal Patrols, Red Ribbon Club)	3			\$ 0.00	PTO/PTA	-	
Provide Student/Family Counseling Services for focused interventions that imPASS student achievement.	3			\$ 0.00	County Mental Health	-	
				\$ 0.00	District	-	
Provide career awareness/guidance program.	3			\$ 0.00	District	-	

Provide mentoring program for identified males	3			\$ 0.00	Low Country Forestry Products	-	
Enhance the production and presentation of the morning program. *Review Guidelines *Order Supplies *Select and train students *Implement Program	3			\$ 0.00	Media Funds	-	
District funds will be utilized for college or university courses for initial certification, as well as, advanced degrees to become and remain highly qualified. Paraprofessionals enrolled in district sponsored coursework. Teachers in grades CD-5 meet the criteria for highly qualified.	4			\$ 0.00	Local	-	
Provide teachers opportunity for professional growth and development opportunities by offering focused conferences. Once participants attend conference or training, participants will provide staff development for faculty at a faculty meeting or grade level meeting.	5			\$ 0.00	District	-	
Provide sustained and varied staff development training opportunities to promote professional growth and/coursework credit.	6			\$ 0.00	District	-	
Offer opportunities for advanced degrees to further professional growth and understanding.	6			\$ 0.00	District	-	
Provide National Board supplements for teachers	6			\$ 0.00	District	-	
The parent liaison provides opportunities for parents to improve their parenting and survival skills.	7			\$ 0.00	None	-	
Implement Collaborative team - Nurse/parent liaison/parent one-on-one. A team approach to supporting students' needs includes the nurse, parent liaison, mental health counselor, administrator, and parent (i.e. developing 504 Plan)	7			\$ 0.00	District	-	
				\$ 0.00	Medicaid	-	
				\$ 0.00	IDEA	-	
Involve parents/community/businesses/social services/agencies in planning/implementation/evaluation by AdvancED, School Renewal Plans.	7			\$ 0.00	District	-	
				\$ 0.00	Act 135	-	
Maintain communications through the utilization of: *Newsletters *Student Agendas *School/community reports, i.e. Annual Report to the People *PTO Meetings *Open House *Curriculum Nights for ELA and math (6) *Parenting Tips *Parenting Curriculum Guide correlated to SC Frameworks *Media (national/state/local test data) *Parent/student/teacher conferences *Home visits	7			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Continue school-parent-student compacts.	7			\$ 0.00	District	-	
Host grade level parenting session with refreshments to communicate district and state standards for reading and math as they correlate with grade-level expectations.	7			\$ 0.00	District	-	

Host quarterly School Improvement Council Meetings to provide input and assistance in setting and monitoring the school's improvement goals.	7			\$ 0.00	District	-	
Provide transition between school's organization (preschool to primary, elementary, and middle).	8			\$ 0.00	Local	-	
Provide collaboration between Brown's Ferry and Carvers Bay Middle School to support smoother transitions for 5th graders to 6th grade.	8			\$ 0.00	District	-	
Provide coordination and collaboration with Head Start to recruit and refer eligible school-age children to the school system	8			\$ 0.00	District	-	
				\$ 0.00	Head Start	-	
Provide coordination and collaboration with Even Start to prepare pre-school children for school readiness and success by working with the whole family.	8			\$ 0.00	District	-	
Provide coordination and collaboration with First Steps to provide quality daycare which promotes school readiness.	8			\$ 0.00	First Steps	-	
				\$ 0.00	District	-	
Provide orientation for pre-school students going to elementary school, including Head Start, and First Steps.	8			\$ 0.00	District	-	
Provide collaboration among professionals for self-contained special education students and schoolwide student population. (Mainstreaming)	9			\$ 0.00	None	-	
Student Assistance Team meets monthly for classroom teachers to discuss academic and behavioral concerns of identified students based on teacher observation, current MAP data, Dominic assessments, and STAR reading and math data.	9			\$ 0.00	District	-	
Provide Weekly/Grade Level/Team Meetings and Monthly vertical team planning .	9			\$ 0.00	District	-	
To increase test scores, provide ongoing reviews/revisions/updates with teachers analysis of • SC Ready/PASS Data (analyze/interpret with teachers and parents). • MAP data. • Curriculum calibration. • Standards noted in grade-level pacing guides.	9			\$ 0.00	District	-	
To provide training for administrators and teachers to enhance knowledge of the MAP data in ELA and Math.	9			\$ 0.00	District	-	
Teacher/parent/student conferences to address: 1) what the school will do to help the student meet the standards. 2) what the parents will do the help improve student performance. 3) what additional assistance available to the student	10			\$ 0.00	District	-	
Develop, implement, and monitor Academic Assistance Plans. Hold conferences as necessary to assess student progress/revise plan.	10			\$ 0.00	EAA	-	

To provide School Breakfast Program to address time on task and reduction of office and school nurse referrals.	10			\$ 0.00	Federal Breakfast Program	-	
To provide a School Lunch Program to address nutritional needs.	10			\$ 0.00	Federal School Lunch Program	-	
To utilize services of Georgetown County Sheriff Department and Emergency Medical Services.	10			\$ 0.00	County Sheriff/Police	-	
To utilize Choppee Health Clinic for screenings and health awareness sessions	10			\$ 0.00	Choppee Health Center	-	
To participate in Violence Prevention Programs to support safe and healthy living	10			\$ 0.00	Safe and Drug-free Schools	-	
To participate in field trips to Brookgreen Gardens to gain "hands-on" experiences related to special topic, such as Gullah, Gullah Days	10			\$ 0.00	State	-	
To participate in Drug-Free Awareness Programs to support safe and healthy schools	10			\$ 0.00	Safe and Drug-free Schools	-	
To coordinate efforts with the Georgetown Young Men Christian Association (YMCA) to assist with homework in grades K-2 and to provide physical activities for wellness development	10			\$ 0.00	Burnelle Foundation United Way	-	
Promote literacy and numeracy by maintaining a relationship with Head Start, Adult Education, Local Agencies, and Community Churches	11			\$ 0.00	District	-	
				\$ 0.00	Head Start	-	
				\$ 0.00	Area Ministers	-	
Provide nutrition programs, school lunches, summer feeding program	11			\$ 0.00	USDA	-	
Collaborate with state agencies for support by Mental Health and Department of Social Services	11			\$ 0.00	DSS	-	
				\$ 0.00	District	-	

<b>TITLE I PAGE TOTAL:</b>	<b>104,974.00</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.**

**GENERAL SCHOOL DEMOGRAPHIC INFORMATION**

Browns Ferry El School, located in GEORGETOWN School District, has an enrollment of 146.28 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>
<p>To provide additional students support services to students.</p>	<ul style="list-style-type: none"> <li>• Trend Data for Guidance Referrals</li> <li>• Trend Data for Medical Referrals</li> <li>• Trend Data for Office Behavior Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Student/Family Counseling Services for focused interventions that impASS student achievement.</li> </ul>	<p><b>Character Education</b>                      Cafo, Zuhai and Demet Somuncuo. 2000. Global Values in Education and Character Education. ERIC, ED449449.</p> <p><b>Guidance Counselor</b>                      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> <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 parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> <li>• State Parent Survey of Home-School Communication</li> <li>• Trend Data for Guidance Referrals</li> <li>• County literacy rate</li> <li>• Student Report Card Grades</li> <li>• Trend Data for Office Behavior Referrals</li> <li>• Parents Education Levels</li> <li>• Parents Checking Out Materials from School Parent Center</li> <li>• Parents Attending Training Based on Sign-in Sheets</li> <li>• Parent Attendance to Parent Involvement Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Curriculum Nights for the purpose of teaching parents strategies to help their child in ELA and Math for grades K-5 students. Game pieces, posterboard, markers, paper, ink cartridges, cardstock, and meals may be purchased to make this a family event and to encourage parent attendance. There will be approximately 100 people in attendance.</li> <li>• Maintain communications through the utilization of: *Newsletters *Student Agendas *School/community reports, i.e. Annual Report to the People *PTO Meetings *Open House *Curriculum Nights for ELA and math (6) *Parenting Tips *Parenting Curriculum Guide correlated to SC Frameworks *Media (national/state/local test data) *Parent/student/teacher conferences *Home visits</li> </ul>	<p><b>Guidance Counselor</b>                      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> <p><b>Parent Coordinator</b>                      Pena, Delores C. 2000. "Parent Involvement: Influencing Factors and Implications." The Journal of Educational Research 94 (September/October) no. 1:42. (Annotated citation can be found in ERIC, EJ 615791.)</p> <p><b>Parent Coordinator</b>                      Pena, Delores C. 2000. "Parent Involvement: Influencing Factors and Implications." The Journal of Educational Research 94 (September/October) no. 1:42. (Annotated citation can be found in ERIC, EJ 615791.)</p> <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>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Classroom Observations by Administrators, Coaches, or Others</li> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of systematic and explicit interventions that supports Math and ELA which may include software site licenses. Reading Eggs, Reading Eggspress, Math Seeds, and Brain Pop will be the programs that will be purchased. This is for grades K-5.</li> <li>• Provide instructional materials and supplies in ELA and Math to support classroom instruction in grades K-5. Expenditures may include chart paper, resource books, classroom library books, flipchart markers, etc.</li> </ul>	<p><b>Balanced Literacy</b> Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." Journal of Educational Research 98 (May), no. 5:272. (Annotated citation can be found in ERIC, EJ 698850.)</p> <p><b>Everyday Math</b> Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S.L. Send and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p>
<p>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> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>• Employ 1 tutor @ \$25 per hour to provide a remediation and enrichment program for students in grades K-5 for ELA. Approximately 4 hours per day 5 days per week for 150 days.</li> </ul>	<p><b>Balanced Literacy</b> Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." Journal of Educational Research 98 (May), no. 5:272. (Annotated citation can be found in ERIC, EJ 698850.)</p> <p><b>Extended Day</b> Seever, Margaret. 1991. The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. Kansas City School District. ERIC, ED 349089.</p>
<p>To integrate technology into classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate technology into classroom instruction with the use of technology materials, supplies, and equipment in grades K-5. Expenditures may include 1 Chromebook Cart and 1 poster maker system. The Poster Maker System 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. This is above the district allotment. These will be added to the district equitable allocation of devices and placed in a central location to be used by students in K - 5 as appropriate.</li> </ul>	<p><b>Technology</b> Bush, Thomas, John Armstrong, Dan Barbrow, and Lois Ulintz. 1999. "Design and Delivery of Integrated Learning Systems: Their Impact on Student Achievement and Attitudes." Journal of Educational Computing Research 21, no. 4:475-86. (Annotated citation can be found in ERIC, EJ 606782.)</p>
<p>To reduce class size to provide additional individual and group instruction.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a 1st grade teacher at 1.0 FTE for reduced class size to provide additional individual instructional time for students in a 11:1 ration, rather than 22:1. This number reflects that in that grade level there are only 22 first graders. This is a rural small school. Street</li> </ul>	<p><b>Reduced Class Size</b> Pate-Bain, Helen, Jane Boyd-Zaharias, Van A Cain, Elizabeth Word, and Edward M. Binkley. 1997. STAR Follow-Up Studies, 1996-1997: The Student/Teacher Achievement Ratio (STAR) Project. Lebanon, TN: HERO's Inc. Available online at <a href="http://www.heros-inc.org/newstar.pdf">http://www.heros-inc.org/newstar.pdf</a> (Annotated citation can be found in ERIC, ED 419593.)</p>
<p>To provide 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>• Teacher Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development to staff in the form of book studies. Also include the purchase of professional resources including The Café book, Seven Simple Secrets, The Leader in Me and other professional books, and the Daily Café online subscription for 10 teachers and administrators @ \$40 per teacher.</li> <li>• Provide math professional development through whole group and small group assistance will be conducted by Sandra Goff, math consultant. The training is to meet the needs of the schools' and teachers' weaknesses as evidenced by MAP scores. Training will encourage more hands on math activities. (Rate averages \$1,500 per day for 3 days during 1/2 day planning sessions. Approximately \$2,400 will be used for 4 substitutes 3 times throughout the year.)</li> <li>• Provide professional development for the principals to support schoolwide academic programs by attending SCASA (June 2018), SCATA (October 2017), and SCABSE (January 2018). Expenditures may include lodging, registration, mileage, and meals.</li> </ul>	<p><b>Professional Development</b> Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 606782.)</p>

- Provide professional development training to teachers 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.
- Provide professional development training to teachers in an effort to improve academic performance in ELA for students in grades K-5. Solicit the services of Linda Mook for balanced literacy for 2 days @ a cost of \$1000 per day. Follow-up will be provided by school administration.

no. 4. 913-943. (Annotated citation can be found in ERIC, EJ 648260.)

**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:** Browns Ferry 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:** Browns Ferry 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 Browns Ferry 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** Browns Ferry 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>	\$52,000.00	\$20,855.00	\$7,000.00	\$1,688.00	\$11,000.00	\$ 150.00		<b>\$92,693.00</b>
<b>Parenting/Family Literacy</b>	<b>188</b>	\$ 0.00	\$ 0.00	\$ 800.00	\$ 500.00	\$ 0.00	\$ 0.00		<b>\$1,300.00</b>
<b>Pupil Services</b>	<b>210</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Inst. Staff</b>	<b>220</b>	\$ 0.00	\$ 0.00	\$10,546.00	\$ 435.00	\$ 0.00	\$ 0.00		<b>\$10,981.00</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>\$52,000.00</b>	<b>\$20,855.00</b>	<b>\$18,346.00</b>	<b>\$2,623.00</b>	<b>\$11,000.00</b>	<b>\$ 150.00</b>	<b>\$ 0.00</b>	<b>\$104,974.00</b>

**Consolidated Funds Program Budget**

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

District GEORGETOWN (2201)  
 School Name Browns Ferry 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>