

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

School: Johnsonville El

District: FLORENCE 05

Percent Poverty: 59.15%

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>
Shaun Marsh	Aftene Poston	Parents
Deon Jenrette	Anne Guerri	Community Members
Wanda Hughes	Jackie Burrows	Teachers
Dayne Coker	NOT REQUIRED	Principal
Randy Smiley	Beth Snowden	Local Agency Administrator (Include other Federal Programs)
Shirley Floyd	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Kim Poston	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Lucinda Burrows	Ninita Brown	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Brenda Hannah	Vicki Squires	Teachers

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.

Individual state student assessment results will be sent to parents in the Fall. Results are also shared with parents at School Improvement meetings and PTO meetings. Conferences are scheduled with parents two times during the school year where teachers explain student progress to the parents of the children in their classrooms. In addition, the state school report card will also be made available to parents giving information on how the schools compare to other like schools as well as test scores. A meeting is also held at the beginning of the year to share with parents their rights as it pertains to Title I and Title II. Interpreters will be provided to non-english speaking parents.

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

District: FLORENCE 05

Application: Title I Regular - 2018

School: Johnsonville El

<p style="text-align: center;">Activity Include Staff Development (Provide a brief one-sentence description for each activity.)</p>	<p style="text-align: center;">Reform Strategy</p>	<p style="text-align: center;">Funding Category (Only for Priority (TA) funded activities)</p>	<p style="text-align: center;">Use of Funds (Only for Title I, Consolidated, and Priority (TA) funded activities)</p>	<p style="text-align: center;">Activity Cost (Only for Title I, Consolidated, and Priority (TA) funded activities)</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">Budget Code</p>	<p style="text-align: center;">Evaluation/ Evidence to Determine Successful Implementation</p>
Title I							
<p>Continue to provide professional development training to teachers in an effort to improve academic performance in all subject areas by analyzing the data available to teachers in MAP, current state assessment and PASS and tailoring instruction to meet student needs based on the data. Professional Development will be provided by Vicki Squires. Mrs Squires will visit classrooms and provide workshops to teachers. All teachers at the school will participate. Supplies may include paper, copying, etc.</p>	2	Professional Development/Stipends	Instructional Materials and Supplies	\$ 1,500.00	Title I	100 - 400	Reading MAP,Math MAP,ELA Test,Math Test
<p>Provide professional development training to teachers in an effort to improve academic performance of special needs students in grades k5-4 in all subject areas. Training will be provided by grade level. Special services teachers, Stephanie Miles and Mary Costa Driggers will provide the training 6 days @ a cost of \$200 per day. The sessions will be in August and will be arranged by each grade level. Follow-up will be provided by teachers listed. Materials to be given to teachers include information on how to offer accommodations in the regular classroom for special ed students. Materials to be used are from the Voyager program.</p>	2	Professional Development/Stipends	Stipend	\$ 1,200.00	Title I	100 - 100	Reading MAP,Math MAP,ELA Test,Math Test
<p>Provide professional development training to teachers in the area of Reading, ELA and higher order thinking skills. The purpose of the staff development will be to help teachers improve teaching strategies. The reading coach who will be presenting the workshops and providing on-going support will be Viki Squires. Supplies will also be used in the process. Teachers at the school will meet on and ongoing basis to discuss progress in implementing the ELA Standards.</p>	2	Professional Development/Stipends	Instructional Materials and Supplies	\$ 2,715.00	Title I	100 - 400	Reading MAP,ELA Test

<p>Teachers will attend conferences such as IRA (4teachers will attend), South Carolina Science Conference (4 teachers will attend) and South Carolina Math Conference (4 teachers will attend).</p>	2	Professional Development/Stipends	<table border="1"> <tr> <td>registration, hotel, meals, and mileage</td> <td>\$ 3,500.00</td> <td>Title I</td> <td>100 - 300</td> </tr> <tr> <td>Substitute Salary</td> <td>\$ 1,500.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Substitute Benefits</td> <td>\$ 400.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Admission Fee</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>100 - 300</td> </tr> </table>	registration, hotel, meals, and mileage	\$ 3,500.00	Title I	100 - 300	Substitute Salary	\$ 1,500.00	Title I	100 - 100	Substitute Benefits	\$ 400.00	Title I	100 - 200	Admission Fee	\$ 1,000.00	Title I	100 - 300	<table border="1"> <tr> <td>Reading MAP,Math MAP</td> </tr> </table>	Reading MAP,Math MAP
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Reading MAP,Math MAP																					
<p>Employ 4 teachers 2.40 total FTE to reduce class size to provide more individual and small group academic instruction fro grades K,1 and 2 in a self contained regular classroom. (K teacher .80 FTE) Kindergarten ratios without Title One would be 1:23 with1:18, (Grade 1 teacher .60 FTE) Grade 1 without Title One 1:28 with 1:23, (Two Grade 2 teachers 1.0 FTE total - .50FTE and .50 FTE) Second grade ratios would be 1:26 without Title One and 1:21.</p>	2	Classroom or Intervention Teachers	<table border="1"> <tr> <td>Salary</td> <td>\$118,598.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 50,100.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$118,598.00	Title I	100 - 100	Benefits	\$ 50,100.00	Title I	100 - 200	<table border="1"> <tr> <td>Reading MAP,Math MAP,ELA Test,Math Test</td> </tr> </table>	Reading MAP,Math MAP,ELA Test,Math Test								
Salary	\$118,598.00	Title I	100 - 100																		
Benefits	\$ 50,100.00	Title I	100 - 200																		
Reading MAP,Math MAP,ELA Test,Math Test																					
<p>A certified teacher(.5 FTE) will be hired to provide tutoring to small groups of students struggling in math to increase proficiency in math skills.</p>	2	Classroom or Intervention Teachers	<table border="1"> <tr> <td>Salary</td> <td>\$ 28,050.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 11,325.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 28,050.00	Title I	100 - 100	Benefits	\$ 11,325.00	Title I	100 - 200	<table border="1"> <tr> <td>Reading MAP</td> </tr> </table>	Reading MAP								
Salary	\$ 28,050.00	Title I	100 - 100																		
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Reading MAP																					
<p>Teachers will use the Calkins Units of Reading program. Teachers will use the units in grades k-4 to craft mini-lessons that allow for focus, intentional teaching , student collaboration, connections and share time. Students will spend more time engaged in meaningful activities and student led conversations. The units are designed to promote higher order thinking and analysis of text.</p>	2	Instructional Supplies	<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 1,705.00</td> <td>Title I</td> <td>100 - 400</td> </tr> </table>	Instructional Materials and Supplies	\$ 1,705.00	Title I	100 - 400	<table border="1"> <tr> <td>Reading MAP,ELA Test</td> </tr> </table>	Reading MAP,ELA Test												
Instructional Materials and Supplies	\$ 1,705.00	Title I	100 - 400																		
Reading MAP,ELA Test																					
<p>The DRA2 (Developmental Reading Assessment) is an individual reading assessment designed to assess students reading performance in grades k-4. The DRA 2 provides teachers with information that helps them determine student's independent reading levels and identify what the student needs to learn next. This assessment is used to provide ongoing information. Staff development on its use will be provided by Vickie Squires the school's reading coach.</p>	2	Instructional Supplies	<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 2,184.00</td> <td>Title I</td> <td>100 - 400</td> </tr> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 2,184.00</td> <td>Title I</td> <td>100 - 400</td> </tr> </table>	Instructional Materials and Supplies	\$ 2,184.00	Title I	100 - 400	Instructional Materials and Supplies	\$ 2,184.00	Title I	100 - 400	<table border="1"> <tr> <td>Reading MAP,ELA Test</td> </tr> </table>	Reading MAP,ELA Test								
Instructional Materials and Supplies	\$ 2,184.00	Title I	100 - 400																		
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<p>The Edmentum Reading Instruction program connects teaching and learning by pairing timesaving teacher tools with standards-aligned student activities. The program identifies individual strengths and weaknesses of each student. Students build reading skills based on their own individual levels while utilizing technology. The program is accessed by students by students in classrooms as well as in a computer lab setting with the help of teachers and an lab assistant.</p>	2	Instructional Technology	<table border="1"> <tr> <td>Software</td> <td>\$ 5,144.00</td> <td>Title I</td> <td>100 - 300</td> </tr> </table>	Software	\$ 5,144.00	Title I	100 - 300					
Software	\$ 5,144.00	Title I	100 - 300									
<p>Provide a software program to improve student skills in Math. The Reflex program was selected to help our students to develop fluency with their basic facts in addition, subtraction, multiplication and division. It is adaptable to each student's level. Teacher reports are used to target specific problem areas. Teachers can track progress and place students on their skill level. Students have access to the program in classrooms and in computer labs with assistance of teachers and the lab assistant.</p>	2	Instructional Technology	<table border="1"> <tr> <td>Software</td> <td>\$ 2,700.00</td> <td>Title I</td> <td>100 - 300</td> </tr> </table>	Software	\$ 2,700.00	Title I	100 - 300	Math MAP,Math Test				
Software	\$ 2,700.00	Title I	100 - 300									
<p>Provide media center books to improve the number of books available for student use in grades k-4.This will also increase the number of books in the accelerated reader program.</p>	2	Instructional Supplies	<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 10,278.00</td> <td>Title I</td> <td>100 - 400</td> </tr> </table>	Instructional Materials and Supplies	\$ 10,278.00	Title I	100 - 400	Reading MAP,ELA Test				
Instructional Materials and Supplies	\$ 10,278.00	Title I	100 - 400									
<p>A paraprofessional will be hired to work with at-risk students to improve basic skills using a computer program focused on their diagnosed weaknesses. The paraprofessional is fully qualified and works under the direction of a properly certified teacher. Students will be determined as at-risk through testing, PASS scores and MAP testing.</p>	3	Classroom or Intervention Teachers	<table border="1"> <tr> <td>Salary</td> <td>\$ 18,263.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 12,607.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 18,263.00	Title I	100 - 100	Benefits	\$ 12,607.00	Title I	100 - 200	Reading MAP,Math MAP,ELA Test,Math Test
Salary	\$ 18,263.00	Title I	100 - 100									
Benefits	\$ 12,607.00	Title I	100 - 200									
<p>Attendance at Professional workshops. See Strategy 2</p>	5			Reading MAP,Math MAP								
<p>Teachers will participate in a staff development program using the Edivate system. Teachers will focus on Assessment during September and October, Differentiation in November and December, DOK in January and February, and Student Motivation during March and April. Teachers are assigned videos by the principal within the Edivate system that relate to the topics. Teachers complete the videos and answer questions that relate to the videos in the system. Teachers discuss the videos in grade level meetings. The videos are again discussed at staff meetings held with the principal and reading coach. Strategies are developed on how they can</p>	5	Professional Development/Stipends	<table border="1"> <tr> <td>Contracted Services/Purchased Services</td> <td>\$ 11,000.00</td> <td>Title I</td> <td>220 - 300</td> </tr> </table>	Contracted Services/Purchased Services	\$ 11,000.00	Title I	220 - 300	Reading MAP,Math MAP				
Contracted Services/Purchased Services	\$ 11,000.00	Title I	220 - 300									

<p>reading coach. Strategies are developed so how they can implement the information in their classrooms. The principal, assistant principal and reading coach visit classrooms to assist teachers to implement the strategies in their classrooms. the Cost of the activity is listed below.</p> <p>Title One is paying for access to the Edivate system that provides a bank of staff development videos, observation software, an analysis tool to look for trends in observations to improve instruction.</p>				
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<p>Provide a parenting liason to provide parenting sessions to parents and help parents to become more involved with their childs education. The parenting liason will also make home visits and help parents to access services from other agencies.</p>	7	Parent Involvement Initiatives	<table border="1"> <tr> <td>Salary</td> <td>\$ 17,173.00</td> <td>Title I</td> <td>188 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 7,662.00</td> <td>Title I</td> <td>188 - 200</td> </tr> </table>	Salary	\$ 17,173.00	Title I	188 - 100	Benefits	\$ 7,662.00	Title I	188 - 200	<p>Parent Survey,Parents Sign-in Sheet ,Parents Check Out Materials ,Parents Sign-in Sheet ,Parents Check Out Materials ,Parents Sign-in Sheet ,Parents Check Out Materials</p>
Salary	\$ 17,173.00	Title I	188 - 100									
Benefits	\$ 7,662.00	Title I	188 - 200									

Other Funding

<p>Implement activity based instruction in math, science, reading and language arts using pacing guides based on state standards, AIMS program and Pee Dee Math and Science Hub resources.</p>	1		<table border="1"> <tr> <td>Copier Cost</td> <td>\$ 300.00</td> <td>District</td> <td>-</td> </tr> </table>	Copier Cost	\$ 300.00	District	-	
Copier Cost	\$ 300.00	District	-					
<p>Provide ongoing technology staff development in classrooms as well as workshops.</p>	1		<table border="1"> <tr> <td>Staff Development Supplies</td> <td>\$ 250.00</td> <td>Local</td> <td>-</td> </tr> </table>	Staff Development Supplies	\$ 250.00	Local	-	
Staff Development Supplies	\$ 250.00	Local	-					
<p>Provide a 20 minute period for teachers to read aloud to students each day.</p>	1		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 1,000.00</td> <td>Local</td> <td>-</td> </tr> </table>	Instructional Materials and Supplies	\$ 1,000.00	Local	-	
Instructional Materials and Supplies	\$ 1,000.00	Local	-					
<p>Provide a school wide recognition program for students.</p>	2		<table border="1"> <tr> <td>OTHER</td> <td>\$ 0.00</td> <td>Local</td> <td>-</td> </tr> </table>	OTHER	\$ 0.00	Local	-	
OTHER	\$ 0.00	Local	-					
<p>Implement classroom interventions through school intervention teams for all referred students.</p>	3		<table border="1"> <tr> <td>Salary</td> <td>\$ 10,000.00</td> <td>IDEA</td> <td>-</td> </tr> </table>	Salary	\$ 10,000.00	IDEA	-	
Salary	\$ 10,000.00	IDEA	-					
<p>Implementation of a comprehensive guidance program in Grades k-4.</p>	3		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 3,000.00</td> <td>Local</td> <td>-</td> </tr> </table>	Instructional Materials and Supplies	\$ 3,000.00	Local	-	
Instructional Materials and Supplies	\$ 3,000.00	Local	-					

Continue with a school violence prevention program in grades k-4.	3		Instructional Materials and Supplies	\$ 800.00	Local	-	
All teachers are currently highly qualified. Status is checked yearly.	4						
Coordinate and implement the school's Title One, Title Two and Act 135 plans. The plans include staff development activities that affect all groups listed.	5		OTHER	\$ 0.00	Local	-	
Training in use of Data Analysis See strategy 2	5						
Provide training to teachers on how to assist special needs students in the regular classroom. See strategy 2	5						
Differentiated Instruction training See strategy 2	5						
Florence 5 has one school per grade span.	6		OTHER	\$ 0.00	Local	-	
Florence 5 advertises through CERRA and through local newspapers for applicants. Currently we have no openings.	6		OTHER	\$ 1,200.00	Local	-	
Implement Parent training monthly to support parent education in a number of areas such as nutrition, literacy, discipline and other areas. Children ages 0-5 will be served.	7		Instructional Materials and Supplies	\$ 2,500.00	First Steps	-	
Provide Parent Teacher conferences 2 times a year.	7		OTHER	\$ 0.00	Local	-	
Create, print or copy, and distribute parent-school communications, such as newsletters and brochures for grades CD -4.	7		Copier Supplies	\$ 500.00	Local	-	
Provide screening of preschool children during Health Fair/Pre-registration for four and five year old kindergarten.	8		OTHER	\$ 0.00	Local	-	
Collaborate with Community Action Agency to provide for a Head Start program on the elementary campus.	8		OTHER	\$ 0.00	Local	-	
Appropriate personnel will meet together to discuss individual student needs as transition occurs.	8		OTHER	\$ 0.00	Local	-	
Extend the search, identification and screening of eligible students.	8		OTHER	\$ 0.00	Local	-	
Provide professional development training to teachers in an effort to improve academic performance in all subject areas for students in grades K-4. Staff development will be provided by teachers at the school in afternoon sessions on using computer reports to improve instruction.	9		Instructional Materials and Supplies	\$ 3,000.00	Local	-	
Train teachers in the use of MAP to assist them in making instructional decisions. Teachers will be given release time	9		Substitute Salary	\$ 500.00	Local	-	

to analyze scores and plan instruction by grade level.							
Provide all students with individualized computer instruction in reading and math through the Pearson Lab.	10		Instructional Materials and Supplies	\$ 500.00	Local	-	
Teachers will use MAP information to guide instruction for individual students in their classes.	10		OTHER	\$ 8,000.00	Title II	-	
Coordinators of various programs will meet on an ongoing basis to assure coordination between programs and Coordinators of IDEA and Headstart.	10		OTHER	\$ 0.00	Local	-	
The school will extend the search, identification and screening for eligible students for special needs.	11		OTHER	\$ 200.00	IDEA	-	
Teachers will attend local and state awareness sessions on how to improve services to students	11		registration, hotel, meals, and mileage	\$ 500.00	IDEA	-	
Coordinators of various programs will meet on an ongoing basis to assure coordination between programs coordinators of IDEA and Headstart.	11		OTHER	\$ 0.00	Local	-	
Not Categorized							
	4						

TITLE I PAGE TOTAL:	310,788.00
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
Johnsonville El School, located in FLORENCE.05 School District, has an enrollment of 492.00 and serves students in grades K to 4.

<u>Identified Need</u>	<u>Data Upon Which the Identified Need Is Based</u>	<u>Use of Title I and Priority (TA) Funds to Address the Identified Need</u>	<u>Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities</u>
To increase student achievement across core subject areas.	<ul style="list-style-type: none"> • Reading Measure of Academic Progress (MAP) [grades K-10] • Math Measure of Academic Progress (MAP) [grades K-10] • Trend Data for Math SC Ready [grades 3-8] • Trend Data for ELA SC Ready [grades 3-8] 	<ul style="list-style-type: none"> • Teachers will attend conferences such as IRA (4teachers will attend), South Carolina Science Conference (4 teachers will attend) and South Carolina Math Conference (4 teachers will attend). • A paraprofessional will be hired to work with at-risk students to improve basic skills using a computer program focused on their diagnosed weaknesses. The paraprofessional is fully qualified and works under the direction of a properly certified teacher. Students will be determined as at-risk through testing, PASS scores and MAP testing. • Teachers will participate in a staff development program using the Edivate system. Teachers will focus on Assessment during September and October, Differentiation in November and December, DOK in January and February, and Student Motivation during March and April. Teachers are assigned videos by the principal within the Edivate system that relate to the topics. Teachers complete the videos and answer questions that relate to the videos in the system. Teachers discuss the videos in grade level meetings. The videos are again discussed at staff meetings held with the principal and reading coach. Strategies are developed on how they can implement the information in their classrooms. The principal, assistant principal and reading coach visit classrooms to assist teachers to implement the strategies in their classrooms. The Cost of the activity is listed below. Title One is paying for access to the Edivate system that provides a bank of staff development videos, observation software, an analysis tool to look for trends in observations to improve instruction. • Employ 4 teachers 2.40 total FTE to reduce class size to provide more individual and small group academic instruction fro grades K,1 and 2 in a self contained regular classroom. (K teacher .80 FTE) Kindergarten ratios without Title One would be 1:23 with1:18, (Grade 1 teacher .60 FTE) Grade 1 without Title One 1:28 with 1:23, (Two Grade 2 teachers 1.0 FTE total - .50FTE and .50 FTE) Second grade ratios would be 1:26 without Title One and 1:21. 	<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>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>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>

<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] • Trend Data for ELA SC Ready Subgroups [grades 3-8] • Trend Data for Math SC Ready Groups [grades 3-8] 	<ul style="list-style-type: none"> • Continue to provide professional development training to teachers in an effort to improve academic performance in all subject areas by analyzing the data available to teachers in MAP, current state assessment and PASS and tailoring instruction to meet student needs based on the data. Professional Development will be provided by Vicki Squires. Mrs Squires will visit classrooms and provide workshops to teachers. All teachers at the school will participate. Supplies may include paper, copying, etc. • Provide professional development training to teachers in an effort to improve academic performance of special needs students in grades k5-4 in all subject areas. Training will be provided by grade level. Special services teachers, Stephanie Miles and Mary Costa Driggers will provide the training 6 days @ a cost of \$200 per day. The sessions will be in August and will be arranged by each grade level. Follow-up will be provided by teachers listed. Materials to be given to teachers include information on how to offer accommodations in the regular classroom for special ed students. Materials to be used are from the Voyager program. • Provide professional development training to teachers in the area of Reading, ELA and higher order thinking skills. The purpose of the staff development will be to help teachers improve teaching strategies. The reading coach who will be presenting the workshops and providing on-going support will be Viki Squires. Supplies will also be used in the process. Teachers at the school will meet on an ongoing basis to discuss progress in implementing the ELA Standards. • Provide ongoing technology staff development in classrooms as well as workshops. 	<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, Georger. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p>
<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6] 	<ul style="list-style-type: none"> • Provide a parenting liason to provide parenting sessions to parents and help parents to become more involved with their childs education. The parenting liason will also make home visits and help parents to access services from other agencies. 	<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>Classroom Libraries Shoham, Snunith. 1997. Libraries and Reading Habits among Elementary School Children: The Concept of the Classroom Collection. Vancouver: Annual Conference of the International Association of School Librarianship, July. ERIC, ED 412965.</p>
<p>To increase student achievement in mathematics</p>	<ul style="list-style-type: none"> • Math Measure of Academic Progress (MAP) [grades K-10] 	<ul style="list-style-type: none"> • A certified teacher(,5 FTE) will be hired to provide tutoring to small groups of students struggling in math to increase proficiency in math skills. • Provide a software program to improve student skills in Math. The Reflex program was selected to help our students to develop fluency with their basic facts in addition, subtraction, multiplication and division. It is adaptable to each student's level. Teacher reports are used to target specific problem areas. Teachers can track progress and place students on their skill level. Students have access to the program in classrooms and in computer labs with assistance of teachers and the lab assistant. 	<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>
		<ul style="list-style-type: none"> • Teachers will use the Calkins Units of Reading program. Teachers will use the units in grades k-4 to craft mini-lessons that allow for focus, intentional teaching, student collaboration, connections and share time. Students will spend more time engaged in meaningful activities and student led conversations. The units are designed to promote higher order thinking and analysis of text. 	

- The DRA2 (Developmental Reading Assessment) is an individual reading assessment designed to assess students reading performance in grades k-4. The DRA 2 provides teachers with information that helps them determine student's independent reading levels and identify what the student needs to learn next. This assessment is used to provide ongoing information. Staff development on its use will be provided by Vickie Squires the school's reading coach.
- The Edmentum Reading Instruction program connects teaching and learning by pairing timesaving teacher tools with standards-aligned student activities. The program identifies individual strengths and weaknesses of each student. Students build reading skills based on their own individual levels while utilizing technology. The program is accessed by students by students in classrooms as well as in a computer lab setting with the help of teachers and an lab assistant.
- Provide media center books to improve the number of books available for student use in grades k-4. This will also increase the number of books in the accelerated reader program.

What does the school's disaggregated data indicate as needs for migrant students? (Title I only)

The school has no migrant students.

Priority (TA) Plan Assurances

School: Johnsonville 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Schoolwide Program Assurances

School: Johnsonville 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.



		Yes	N/A
	Provisions will be made for the collection of data on the achievement and assessment results of students (including taking into		

7. account the needs of migratory children as defined in section 1111 (2)) which will be disaggregated, proven to be statistically sound, and reported to the public as in accord with Section 1111 (b).

Yes

N/A

8

The school is subject to the academic assessment and school improvement provisions of section 1116 of the law.



		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.



		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.



		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.



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Priority (TA) Project Budget

Project No. 18BA038
 County No. 21
 District No. 05
 Federal 2
 Sub Program 01

District FLORENCE 05 (2105)
 School Name Johnsonville 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. 18BA038
County No. 21
District No. 05
Federal 2
Sub Program 01

District FLORENCE 05 (2105)
School Name Johnsonville EI
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	\$167,611.00	\$74,432.00	\$12,344.00	\$20,566.00	\$ 0.00	\$ 0.00		\$274,953.00
Parenting/Family Literacy	188	\$17,173.00	\$7,662.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$24,835.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$11,000.00	\$ 0.00	\$ 0.00	\$ 0.00		\$11,000.00
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		\$184,784.00	\$82,094.00	\$23,344.00	\$20,566.00	\$ 0.00	\$ 0.00	\$ 0.00	\$310,788.00

Consolidated Funds Program Budget

Project No. 18BA038
 County No. 21
 District No. 05
 Federal 2
 Sub Program 01

District FLORENCE 05 (2105)
 School Name Johnsonville 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