

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

School: Pleasant Hill Elem  
Percent Poverty: 83.04%

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>
Deidre Hughes	Jason Cribb	Parents
Joshua Davis	Nicole Verner	Community Members
Jennifer Hudson	Deborah Ard	Teachers
William Teddy Graham	NOT REQUIRED	Principal
Genia Smith, Director Federal Programs	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Sonya Marsh, Guidance Counselor	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Laura Mourning, Pee Dee Hub	NOT REQUIRED	Priority (TA) Providers - ( Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Cindy Chavis	Annette Jenkins	Other School Staff
		Students, <b>NOT REQUIRED</b> because it is NOT a High School
<b>Others:</b>		
Veronica Owens, Bookkeeper		
Patti Hendrick		
Nancy Coker		

## DISSEMINATION OF RESULTS

**Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by Section 1111 (b)(3) of the law.**

Annually, individual student assessment results, including interpretation of those results to the parents of children participating in MAP, SC Ready Reading, SC Ready Math, SC Ready Writing, SC Ready Science, and SC Ready Social Studies testing, will be provided by the principal, teachers, and/or the guidance counselor through 3 scheduled conferences quarterly. These reports are sent home with students with telephone contacts to discuss with parents. Curriculum nights, home visits, PTO meetings, open houses, student reports, home reports, and parenting workshops will serve as additional opportunities to keep parents fully abreast of all state and local assessment results. Parenting tips, newsletters, and student handbooks will be provided to parents as a medium for communicating curriculum objectives/standards/and suggestions for assisting and preparing students for testing. All parents, students, and teachers sign a parent/student/school compact annually. State Assessment Results including SC Ready, CoGat, MAP, and any benchmarks are communicated via a conference with the parents. Letters are sent home explaining results when parents are not present for conferences (small number of parents) in a language parents understand. Ongoing communication is provided in the areas of a student's strengths and weaknesses. These conferences are initiated by parents or teacher or both.

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

**District:** GEORGETOWN  
**School:** Pleasant Hill Elem

Application: Title I Regular - 2018

<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>							
Employ 2 Teachers @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grades 1 & 2. Reduce student teacher ratio from 21:1 to 16:1 in 1st. Reduce student teacher ratio from 23:1 to 16:1 in 2nd. Dickerson 1st and Miles 2nd.	1		Salary	\$ 76,000.00	Title I	100 - 110	Reading MAP,Math MAP,SC Ready ELA and Math
			Benefits	\$ 34,000.00	Title I	100 - 200	
			Benefits	\$ 300.00	Title I	100 - 650	
			Substitute Salary	\$ 1,600.00	Title I	100 - 311	
Integrate technology into classroom instruction with the use of technology materials, supplies, and equipment for grades K-5. Expenditures may include, computers @ \$900 each, interactive projectors @ \$500 each, document viewers @ \$500, laptops @ \$1000, laptop cart @ \$25,000, document cameras @ \$1,000, external drives @ \$400, and promethean board equipment such as ActivExpressions @ \$1000. These are above the district per pupil allocation at all schools. These expenditures are above and beyond the district's equitable expenditures for this year. These devices are an attempt to place technology in the hands of students more frequently and appropriately This does not supplant the district across the board expenditures.	1		Equipment	\$ 36,332.00	Title I	100 - 545	Reading MAP,Math MAP,SC Ready ELA and Math
			Technology Hardware	\$ 800.00	Title I	100 - 445	
Implement MobyMax and Accelerated Reader, a computer assisted instruction program, in ELA & Math to improve academic achievement in grades 1-5. Expenditures may include software and site licenses.	1		Software Site Licenses	\$ 3,740.00	Title I	100 - 345	Reading MAP,Math MAP
Implement the 100 Book Challenge in grades K-3 with professional development. A systematic approach to reading and conferencing to enhance literacy skills and a love for reading. It floods the student with fiction and nonfiction books at the student's independent reading level. Purchase supplies such as book baskets and skill cards The professional	2		Instructional Materials and Supplies	\$ 5,000.00	Title I	100 - 410	Reading MAP,SC Ready ELA

Purchase supplies such as book baskets and lamin cards. The professional development will be for all teachers at PHES.								
Provide 4 instructional tutors for ELA and Math enrichment and remediation. This will be additional tutoring for identified students above the district allocated funds for each school. These tutorial activities will be for students who have demonstrated academic needs. The retired teachers will be paid \$25 per hour for two days weekly for a duration of 3 hours. These employees will provide services during the school day not to interrupt reading (2 hours) and mathematics (1 hour) on designated times.	2			Salary	\$ 13,500.00	Title I	100 - 125	Reading MAP,Math MAP,ELA Test,Math Test
				Benefits	\$ 3,375.00	Title I	100 - 200	
Provide weekly readers for classrooms to support the Balanced Literacy program in grades K-5. Expenditures may include weekly readers.	2			Instructional Materials and Supplies	\$ 2,203.00	Title I	100 - 410	Reading MAP,DIBELS
Provide Zaner Bloser materials to improve handwriting skills in grades 1 and 2.	2			Instructional Materials and Supplies	\$ 1,470.00	Title I	100 - 410	ELA Test,SC Ready ELA
Implement Family Night to support parent education in the area of Math and Reading for grades K-5. Refreshments to include chips, drinks, and hot dogs. These are for Math Night and Reading Night for approximately 150 parents at each of these two nights.	7			Refreshments	\$ 800.00	Title I	188 - 410	Reading MAP,Math MAP,Parents Sign-in Sheet
Provide meal for Title I Schoolwide planning meeting. Approximately 100 people in attendance.	7			Catered Meal	\$ 950.00	Title I	188 - 399	Parents Sign-in Sheet ,Parents Sign-in Sheet ,Parents Sign-in Sheet
Host a community planning meeting in collaboration with other Carvers Bay cluster schools to implement a community mentoring program. All of the schools in Carvers Bay attendance zone are Title I. Each school pays for the refreshments for their site (mentors) for this meeting. Additionally, refreshments are provided when mentors and students from PHES meet for academic assistance in ELA and Math. This is not a community mentoring expense. It is specifically for academic assistance at PHES.	7			Refreshments	\$ 250.00	Title I	188 - 410	Parent Survey,Parents Sign-in Sheet ,Parents Sign-in Sheet ,Parents Sign-in Sheet ,Parents Sign-in Sheet
<b>Other Funding</b>								
Provide books for classroom libraries to support the Balanced Literacy program in grades K-5.	1				\$ 0.00	District	-	
Continue to incorporate critical and creative thinking techniques that encourage interactive teacher/pupil individual responses in ELA and Math through integration of instruction with technology.	1				\$ 0.00	Act 135	-	
					\$ 0.00	District	-	
Provide opportunities for weekly sustained journal writing to improve writing skills	1				\$ 0.00	Act 135	-	

writing skills.				\$ 0.00	District	-	
Provide leveled instruction for Grades K-5 based on use of Measures of Academic Progress (MAPS) data. MAPS is a standards-based benchmark test.	1			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Continue the Balanced Literacy Program in grades K-5. Balanced Literacy Program is instructional program which uses research-based strategies to teach students to read and write.	1			\$ 0.00	District	-	
Continue to use AIMS (Activities Integrating Math & Science Kits) in grades 3 through 5. AIMS Kits include integrated Math and Science lessons.	1			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Implement the district standards-based math curriculum in grades K-5.	1			\$ 0.00	District	-	
Provide instructional materials in reading and math to support summer reading and math packets in grades K-5. Expenditures may include the cost of the activities.	2			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Implement and provide training for teachers in predictable structures. Daily 5 and Café.	2			\$ 0.00	District	-	
Continue Accelerated Reading in grades 3-5. Accelerated Reading is a computer-based reading instructional program to reinforce all skills appropriate for each student at his/her instructional level.	2			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Continue to provide opportunities for educational field studies for all students in ELA and Math to reinforce SC Learner Standards. May include but not limited to: • Aquarium • Botanical/Zoological Parks • Oceanic Excursions • Historical Sites • Museums • Culturally diverse experiences • Fine Arts	2			\$ 0.00	Act 135	-	
				\$ 0.00	PTO/PTA	-	
Provide a writing lab.	2			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Provide programs emphasizing self-esteem/character building/citizenship. • Student of the Month • Awards' Day • H.O.S.T.S. Program • Character Watch • Birthday Celebration • Teacher of the Month • First Tee	3			\$ 0.00	District	-	
				\$ 0.00	PTO/PTA	-	
Provide counseling services.	3			\$ 0.00	District	-	
Provide a Mental Health Counselor.	3			\$ 0.00	District	-	

Promote Career Awareness.	3			\$ 0.00	District	-	
Provide mentoring programs to enhance community and school connection while providing one-to-one tutorial skills for students.	3			\$ 0.00	District	-	
				\$ 0.00	Local churches	-	
				\$ 0.00	Act 135	-	
Provide a Schoolwide guidance program.	3			\$ 0.00	District	-	
Develop School/Parent/Student Compacts.	3			\$ 0.00	District	-	
Continue RTI (Response to Intervention). Reading interventions include: Journeys Reading Basal, Harcourt Intervention which includes: Road to the Code, Ladders to Literacy, Alphabet Arcs, Alphabet Letters, Read Naturally Master's Edition, and Earobics. This is for grades 3-5.	3			\$ 0.00	District	-	
Provide mentoring program for teachers which support research-based strategies.	5			\$ 0.00	District	-	
Continue to implement technology awareness	5			\$ 0.00	District	-	
Provide staff development to incorporate standards based activities into problem solving and critical thinking skills.	5			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Provide staff development to promote the use of assessments which accurately measure the intended goals for student achievement including portfolio and performance assessments.	5			\$ 0.00	District	-	
				\$ 0.00	Tech money	-	
Continue Lucy Calkins Writing Program. Lucy Calkins Writing is a program which uses all the components of writing.	5			\$ 0.00	District	-	
Continue to provide staff development for S.C. State Standards.	5			\$ 0.00	District	-	
Provide staff development to facilitate the effective use of technology in the classroom.	5			\$ 0.00	Act 135	-	
				\$ 0.00	Act 135	-	
Provide staff development to facilitate reading interventions.	5			\$ 0.00	District	-	
				\$ 0.00	Act 135	-	
Provide opportunities for teachers and paraprofessionals to attend conferences and workshops • SCCTM • SCIRA • Counsel for							

conferences and workshops. • SCCTM • SCERA • Counsel for Exceptional Children • Early Childhood Institute for Kindergarten • Authors on the Beach • Reading Renaissance • Brain Booster Workshop • Reading Summit • Measures of Academic Progress (MAP)	5			\$ 0.00	District	-	
				\$ 0.00	Title II	-	
Provide opportunity for one administrator to attend the South Carolina Association of School Administrators (SCASA). Information from the conference will be shared with the faculty at a staff meeting.	5			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Provide school professional development to improve the strategies and assessments which include the following: • Math and Reading PASS Strategies • Writing Workshops • Technology Integration • SC Reading Initiative Strategies • Reading Interventions • Standards in Practice • Differentiating Instruction The use of a variety of strategies, teaching methods, and materials to work with students on individualized instructional levels. • Science Kit Implementation and Training • SC Common Core Standards • The Daily Five	5			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
				\$ 0.00	Title II	-	
Provide District Apple Program to grow our own teachers for paraprofessionals working in the district.	6			\$ 0.00	Title II	-	
				\$ 0.00	District	-	
Provide mentoring program for all teachers new to the district from out of state, as well as induction teachers.	6			\$ 0.00	ADEPT	-	
				\$ 0.00	District	-	
Implement Vigorous National and State Recruitment.	6			\$ 0.00	District	-	
Create, print or copy, and distribute parent-school communications, such as newsletters and brochures for grades K-5. Expenditures may include note cards and postage.	7			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Provide parenting workshops to reinforce home strategies to enhance math and ELA skills. Materials & supplies such as strategy packets & manipulatives that can be made at home and books.	7			\$ 0.00	Act 135	-	
				\$ 0.00	PTO/PTA	-	
Provide parents with positive feedback and comments from teachers	7			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Provide workshops to enhance literacy skills such as read alouds.	7			\$ 0.00	District	-	
Provide overview of Mental Health Services available to families and children.	7			\$ 0.00	County Mental Health	-	
Implement Family Night to support parent education in the area of Math							

and Reading for grades K-5. Expenditures may include materials, supplies, games, and books.	7			\$ 0.00	PTO/PTA	-	
Provide visitation and orientation for local daycare programs including Pre-K, Kindergarten students, Head Start programs and other state run programs	8			\$ 0.00	District	-	
Provide training with teachers on how to use MAP and ACT Aspire data for instructional planning.	9			\$ 0.00	District	-	
Continue grade level planning and principal and teacher conferences.	9			\$ 0.00	District	-	
To increase test scores, provide ongoing reviews/revisions/updates with teachers input of • SC Ready Data (analyze/interpret with teachers and parents) • Student CompASSs • Adept reviews • Staff Development Plan • Instructional programs/technology • Measures of Academic Progress (MAP)	9			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
				\$ 0.00	PDSI	-	
Continue meeting in Professional Learning Teams (PLTs).	9			\$ 0.00	District	-	
Provide instructional tutors for ELA and math enrichment and remediation before, during, and after the school day in grades K-5 .	10			\$ 0.00	Act 135	-	
Develop and Implement Academic Plans for targeted struggling learners.	10			\$ 0.00	EAA	-	
Continue to provide proven-effective programs/activities to accelerate and enrich student learning through varied teaching strategies, learning styles, etc.	10			\$ 0.00	Act 135	-	
				\$ 0.00	District	-	
Provide additional parent –teacher conferences.	10			\$ 0.00	District	-	
Promote Career Awareness.	11			\$ 0.00	District	-	
Develop School/Parent/Student Compacts.	11			\$ 0.00	District	-	
Continue to provide Community Education Program.	11			\$ 0.00	Adult Education	-	
Provide professional development.	11			\$ 0.00	Title II	-	
				\$ 0.00	Title VI	-	
Provide site-based Mental Health Counselor to students in grades K-5.	11			\$ 0.00	County Mental Health	-	

<b>TITLE I PAGE TOTAL:</b>	<b>180,320.00</b>
<b>TI SUPPORT (1003a):</b>	<b>0.00</b>
<b>PRIORITY (TA) PAGE TOTAL:</b>	<b>0.00</b>
<b>CONSOLIDATED FUNDS PAGE TOTAL:</b>	<b>0.00</b>
<b>PRIORITY (SIG-1003g) PAGE TOTAL:</b>	<b>0.00</b>
<b>FOCUS (1003a) PAGE TOTAL:</b>	<b>0.00</b>

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY AND SCIENTIFICALLY BASED RESEARCH**

Conduct a comprehensive needs assessment of the entire school (including the needs of migratory children) that is based on achievement of the children in relation to the state academic content standards and the state student academic achievement standards. **Complete the charts below, providing identified needs of students based on data, and activities funded by Title I and Priority (TA) to address the identified need. Include any other relevant information, including demographic considerations. In the last column of the chart, provide the citation(s) of the scientifically based research** for the effective methods, instructional strategies, and/or programs listed within the school's Title I and Priority (TA) funded activities that will be implemented in this plan.

<b>GENERAL SCHOOL DEMOGRAPHIC INFORMATION</b>			
Pleasant Hill Elem School, located in GEORGETOWN School District, has an enrollment of 337.19 and serves students in grades PK to 5.			
<u>Identified Need</u>	<u>Data Upon Which the Identified Need Is Based</u>	<u>Use of Title I and Priority (TA) Funds to Address the Identified Need</u>	<u>Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities</u>
To increase student achievement in English language arts.	<ul style="list-style-type: none"> <li>DIAL-3</li> <li>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [grades K-6]</li> <li>Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>SC Ready ELA</li> </ul>	<ul style="list-style-type: none"> <li>Provide books for classroom libraries to support the Balanced Literacy program in grades K-5.</li> <li>Implement the 100 Book Challenge in grades K-3 with professional development. A systematic approach to reading and conferencing to enhance literacy skills and a love for reading. It floods the student with fiction and nonfiction books at the student's independent reading level. Purchase supplies such as book baskets and skill cards. The professional development will be for all teachers at PHES.</li> <li>Provide weekly readers for classrooms to support the Balanced Literacy program in grades K-5. Expenditures may include weekly readers.</li> <li>Provide Zaner-Bloser materials to improve handwriting skills in grades 1 and 2.</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>Reading</b> National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754.</p>
To reduce class size to provide additional individual and group instruction.	<ul style="list-style-type: none"> <li>Class Size Before Reduction 1: 19 from 1: 28</li> <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 2 Teachers @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grades 1 &amp; 2. Reduce student teacher ratio from 21:1 to 16:1 in 1st. Reduce student teacher ratio from 23:1 to 16:1 in 2nd. Dickerson 1st and Miles 2nd.</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>
To increase parental involvement in	<ul style="list-style-type: none"> <li>School Profile data with trends</li> <li>State School Report Card data</li> <li>Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>Implement Family Night to support parent education in the area of Math and Reading for grades K-5. Refreshments to include chips, drinks, and hot dogs. These are for Math Night and Reading Night for approximately 150 parents at each of these two nights.</li> <li>Provide meal for Title I Schoolwide planning meeting. Approximately 100 people in attendance.</li> </ul>	<p><b>Parental Involvement</b> Fuerstein, Abe. 2000. "School Characteristics and Parent</p>

<p>the school and their child's education.</p>	<ul style="list-style-type: none"> <li>• Parent Attendance to Parent Involvement Activities</li> <li>• Parents Education Levels</li> </ul>	<ul style="list-style-type: none"> <li>• Host a community planning meeting in collaboration with other Carvers Bay cluster schools to implement a community mentoring program. All of the schools in Carvers Bay attendance zone are Title I. Each school pays for the refreshments for their site (mentors) for this meeting. Additionally, refreshments are provided when mentors and students from PHES meet for academic assistance in ELA and Math. This is not a community mentoring expense. It is specifically for academic assistance at PHES.</li> </ul>	<p>Involvement: Influences on Participation in Children's Schools." The Journal of Educational Research 94 (September), no. 1: 29-40.</p>
<p>To provide professional development on best practices to improve instruction.</p>	<ul style="list-style-type: none"> <li>• Classroom Observations by Administrators, Coaches, or Others</li> <li>• School Profile data with trends</li> <li>• State School Report Card data</li> <li>• Professional Development Survey of Needs of Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunity for one administrator to attend the South Carolina Association of School Administrators (SCASA). Information from the conference will be shared with the faculty at a staff meeting.</li> </ul>	<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><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>Professional Development</b> Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.)</p>
<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Parents Attending Training Based on Sign-in Sheets</li> <li>• State Parent Survey of Home-School Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Provide 4 instructional tutors for ELA and Math enrichment and remediation. This will be additional tutoring for identified students above the district allocated funds for each school. These tutorial activities will be for students who have demonstrated academic needs. The retired teachers will be paid \$25 per hour for two days weekly for a duration of 3 hours. These employees will provide services during the school day not to interrupt reading (2 hours) and mathematics (1 hour) on designated times.</li> <li>• Implement MobyMax and Accelerated Reader, a computer assisted instruction program, in ELA &amp; Math to improve academic achievement in grades 1-5. Expenditures may include software and site licenses.</li> </ul>	<p><b>Parental Involvement</b> Fuerstein, Abe. 2000. "School Characteristics and Parent Involvement: Influences on Participation in Children's Schools." The Journal of Educational Research 94 (September), no. 1: 29-40.</p>
<p>To increase student achievement across core subject areas.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• SC Ready ELA subgroups; Reading levels as assessed by Fountas and Pinnell 'running records'</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate technology into classroom instruction with the use of technology materials, supplies, and equipment for grades K-5. Expenditures may include, computers @ \$900 each, interactive projectors @ \$500 each, document viewers @ \$500, laptops @ \$1000, laptop cart @ \$25,000, document cameras @ \$1,000, external drives @ \$400, and promethean board equipment such as ActivExpressions @ \$1000. These are above the district per pupil allocation at all schools. These expenditures are above and beyond the district's equitable expenditures for this year. These devices are an attempt to place technology in the hands of students more frequently and appropriately This does not supplant the district across the board expenditures.</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>

**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:** Pleasant Hill Elem

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

		Yes	N/A
1	The school/LEA verifies that the principal, the School Improvement Council chairperson, the district superintendent, and the district board chairman have all reviewed and approved the use of Technical Assistance funds as outlined in this plan	<input type="radio"/>	<input checked="" type="checkbox"/>
		Yes	N/A
2	The school/LEA verifies that the school has conducted a yearly update of school performance goals as outlined in the school's five-year School Renewal Plan.	<input type="radio"/>	<input checked="" type="checkbox"/>
		Yes	N/A
3	The school/LEA verifies that this school has collaborative teams which work together to assist in making school decisions and improvement initiatives.	<input type="radio"/>	<input checked="" type="checkbox"/>
		Yes	N/A
4	The school/LEA verifies that these Technical Assistance funds are being used in accordance with the provisions and guidance of the Technical Assistance Proviso.	<input type="radio"/>	<input checked="" type="checkbox"/>

## Schoolwide Program Assurances

**School:** Pleasant Hill Elem

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

		Yes	N/A
<b>1</b>	By submission of this plan to the SEA, the LEA verifies this school, prior to initiating a schoolwide program, first developed (or amended a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001) a comprehensive plan for reforming the total instructional program in the school in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
<b>2</b>	This school plan was developed during a one-year period possibly through a planning process such as the renewal plan process under Act 135 (provided appropriate persons were involved in the planning process), unless: a) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or b) the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
<b>3</b>	A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
<b>4</b>	This plan will continue in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
<b>5</b>	This plan will be made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
<b>6</b>	If appropriate, this plan has been developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
<b>7</b>	Provisions will be made for the collection of data on the achievement and assessment results of students (including taking into account the needs of Migratory children as defined in section 1309 (2)) which will be disaggregated, proven to be statistically sound, and reported to the public as in accord with Section 1111 (b).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A

8	The school is subject to the academic assessment and school improvement provisions of section 1116 of the law.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
9	For schools coordinating resources, the schools shall maintain records that demonstrate that the schoolwide program considered as a whole, addresses the intent and purpose of each of the Federal programs that were consolidated to support the SCW program.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
10	Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
11	The school shall be found to be in compliance with comparability requirements as required in the law.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
12	In a school improvement school, the school will spend not less than 10 % of the funds made available to the school under section 1113 for each fiscal year that the school in school improvement status for the purpose of providing to the school's teachers and principal high-quality professional development.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
13	The school assures that paraprofessionals will meet the requirements of Section 1119 of the law and that the principal shall attest annually in writing to compliance with this section.	<input checked="" type="radio"/>	<input type="radio"/>

**Priority (TA) Project Budget**

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

District GEORGETOWN (2201)  
 School Name Pleasant Hill Elem  
 Period Begins July 1, 2017  
 Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
<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** Pleasant Hill Elem  
**Period Begins** July 1, 2017  
**Period Ends** June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
<b>Name</b>	<b>No.</b>							(Indirect Cost)	
Instruction	100	\$89,500.00	\$37,375.00	\$5,340.00	\$9,473.00	\$36,332.00	\$ 300.00		\$178,320.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 950.00	\$1,050.00	\$ 0.00	\$ 0.00		\$2,000.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 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>\$89,500.00</b>	<b>\$37,375.00</b>	<b>\$6,290.00</b>	<b>\$10,523.00</b>	<b>\$36,332.00</b>	<b>\$ 300.00</b>	<b>\$ 0.00</b>	<b>\$180,320.00</b>

**Consolidated Funds Program Budget**

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

District GEORGETOWN (2201)  
 School Name Pleasant Hill Elem  
 Period Begins July 1, 2017  
 Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
<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>