

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

School: Andrews High

District: GEORGETOWN

Percent Poverty: 78.39%

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>
Martha Lynn Gaskins	Jawana McCray	Parents
DaShawn Rouse	Judge Ben Dunn	Community Members
Kathy F. Anderson	Michael Barrineau	Teachers
Michelle Greene	NOT REQUIRED	Principal
Genia Smith, Director Federal Programs	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Jacqueline Geathers, Guidance Counselor	Marty Avant	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Gilbert Hunt, Coastal Carolina University	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Tracy McCants	Laura Cameron	Other School Staff
Emily Port	Cassidy Wilder	Students, REQUIRED because it is a High School
Others:		
Savon Morris	Quiasha Pringle	Moesha Collins

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: Andrews High

Activity Include Staff Development (Provide a brief one-sentence description for each activity.)	Reform Strategy	Funding Category (Only for Priority (TA) funded activities)	Use of Funds (Only for Title I, Consolidated, and Priority (TA) funded activities)	Activity Cost (Only for Title I, Consolidated, and Priority (TA) funded activities)	Funding Source	Budget Code	Evaluation/ Evidence to Determine Successful Implementation
Title I							
Employ 1 Teacher(s) @ 1.0 FTE (as an Interventionist) to provide additional academic instruction in small groups in grade(s) 9 & 10 in ELA. (These extra positions allow for year-long instruction instead of the 4 X 4 Scheduling for students. This does not supplant the district allocations. This is supplemental instructional time.) This allows for an extra semester at 90 minutes daily for these areas. Morris	1		Salary	\$ 41,200.00	Title I	100 - 110	End of Course Assessments, Work Keys
			Benefits	\$ 18,000.00	Title I	100 - 200	
			Benefits	\$ 150.00	Title I	100 - 650	
			Substitute Salary	\$ 700.00	Title I	100 - 311	
Provide sets of books for classroom libraries and independent reading materials such as Brooks Harper's "Why Should I Hire You and Seven Skills to Make Mills". These resources will increase independent reading skills by building fluency.	1		Instructional Materials and Supplies	\$ 5,000.00	Title I	100 - 410	Reading MAP, SC Ready ELA
Purchase the Poster Maker System 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. Also purchase 9 student laptops @ about \$870 each.	2		Equipment	\$ 14,005.00	Title I	100 - 545	Reading MAP, Math MAP, SC Ready ELA and Math
Solicit the services of a consultant Rob Kirk, to train teachers in grades 9-12 on the Capturing Kids Hearts recharge program is a program to support student achievement through teacher/student interactions. This program supports student engagement. Fee is \$5000 per day and will provide services for 1 day. These service provides a classroom environment in which maximum student engagement increases student learning.	2		Speaker/Consultant Fees	\$ 5,000.00	Title I	220 - 312	Reading MAP, Math MAP, SC Ready ELA and Math
Provide TI-Nspire calculators with algebraic capability to solve equations, factor and expand variable expressions, and complete the	2		Instructional Materials and Supplies	\$ 864.00	Title I	100 - 410	Math MAP, Math

square making them robust. 3 packs \$1397 each set of 10. Also purchase algebra class sets for classrooms.	2		Instructional Materials and Supplies	\$ 4,200.00	Title I	100 - 445	Test
Provide instructional materials in ELA to support the Turnitin program in grades 9-12. This program encourages peer review, reflection, and discussion. It allows students to take ownership of their work and practice proper citation; it also accesses students' work promptly, delivers feedback that engages students and drives success as well as collects students' feedback anonymously. Web based training will be \$650 and site licenses will be \$3,395.	2		Speaker/Consultant Fees	\$ 650.00	Title I	220 - 300	Reading MAP,ELA Test
			Software Site Licenses	\$ 3,395.00	Title I	100 - 300	
Provide instructional materials in ELA to support the TE21 program in grades 9-12. Cost is figured per student for case Benchmark Assessments, TE21 encase platform, and Lexile/Quantile reporting. Web based trainings cover how to use the TE21 encase platform and data review session. This program is tailored to assist teachers of State EOC exams in administering benchmark assessments and reviewing data. Licenses will be \$2600.	2		Software Site Licenses	\$ 2,600.00	Title I	100 - 300	Reading MAP,ELA Test
Participate in Character Education motivational program to assist staff and students by providing a speaker such as Brooks Harper to help motivate and strengthen behavior and academic success. Fee per day is \$3300. Provide incentives for academic progress in core subjects and/or behavior.	2		Speaker/Consultant Fees	\$ 1,800.00	Title I	100 - 311	Reading MAP,Math MAP,Classroom observations ,Classroom observations
			Student Incentives	\$ 3,200.00	Title I	100 - 410	
			Speaker/Consultant Fees	\$ 1,500.00	Title I	220 - 300	
Implement Fuel Education computer assisted instructional program(s) in ELA/Reading/Math for students in grades 9 - 12 in Classroom under the supervision of a highly qualified teacher and also in small lab settings with guidance of a highly qualified teacher. Paraprofessional @ 1.0 FTE for 180 days will operate the computer lab and provide assistance to students. (Fuel Education is a virtual learning pathway that requires the supervision of a highly qualified teacher. This paraprofessional monitors and assist students with content provided through the program and the teacher on a daily basis. This content is the same as a South Carolina Virtual School Class with an onsite instructor at the school to supplement daily.)	3		Salary	\$ 17,000.00	Title I	100 - 125	Reading MAP,Math MAP,SC Ready ELA and Math
			Benefits	\$ 4,250.00	Title I	100 - 200	
Provide instructional materials in Reading to support reading comprehension skills and vocabulary enhancement in grades 9-12. These reading books for students will expand their opportunities outside the boundaries of the school.	3		Instructional Materials and Supplies	\$ 6,000.00	Title I	100 - 410	Reading MAP,ELA Test,ELA HSAP
Purchase 10 copies each of 20 SC Young Adult Book award titles at \$8 per book for book club. This is for grades 9-12. Provide field			Instructional Materials and Supplies	\$ 2,000.00	Title I	100 - 410	

<p>experiences for students in grades 9-12 in relation to the books based on state standards. Students will attend a production of the book that was read in the book club. The theater will either be in Charleston or Myrtle Beach. Approximately 40 students will be in attendance @ about \$8 a person.</p>	3		<table border="1"> <tr> <td>Admission Fee</td> <td>\$ 800.00</td> <td>Title I</td> <td>271 - 399</td> </tr> <tr> <td>Salary</td> <td>\$ 300.00</td> <td>Title I</td> <td>271 - 130</td> </tr> <tr> <td>Benefits</td> <td>\$ 100.00</td> <td>Title I</td> <td>271 - 200</td> </tr> <tr> <td>Mileage</td> <td>\$ 200.00</td> <td>Title I</td> <td>271 - 399</td> </tr> </table>	Admission Fee	\$ 800.00	Title I	271 - 399	Salary	\$ 300.00	Title I	271 - 130	Benefits	\$ 100.00	Title I	271 - 200	Mileage	\$ 200.00	Title I	271 - 399	<table border="1"> <tr> <td>Reading MAP,SC Ready ELA</td> </tr> </table>	Reading MAP,SC Ready ELA
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<p>Employ 1 On-Site Assistance Curriculum Coordinator @ 1.0 FTE to focus on building curricula continuity across grade levels and courses, to engage in collaborative curriculum planning, to develop systems to monitor student progress, and to assure that students performing below grade level have an appropriate academic plan based on documented individual data analysis. Anderson</p>	5		<table border="1"> <tr> <td>Salary</td> <td>\$ 99,000.00</td> <td>Title I</td> <td>220 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 43,000.00</td> <td>Title I</td> <td>220 - 200</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>220 - 600</td> </tr> </table>	Salary	\$ 99,000.00	Title I	220 - 100	Benefits	\$ 43,000.00	Title I	220 - 200	Benefits	\$ 150.00	Title I	220 - 600	<table border="1"> <tr> <td>Reading MAP,Math MAP,Classroom observations</td> </tr> </table>	Reading MAP,Math MAP,Classroom observations				
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<p>Provide access to professional development for principal and curriculum specialist to support school wide academic programs and initiatives by attending SCATA (October), SCABSE (Jan), and Summer Executive Institute (June). Expenditures may include registration, lodging, meals, and mileage.</p>	5		<table border="1"> <tr> <td>registration, hotel, meals, and mileage</td> <td>\$ 5,000.00</td> <td>Title I</td> <td>220 - 300</td> </tr> </table>	registration, hotel, meals, and mileage	\$ 5,000.00	Title I	220 - 300	<table border="1"> <tr> <td>Reading MAP,Math MAP,ELA Test,Math Test</td> </tr> </table>	Reading MAP,Math MAP,ELA Test,Math Test												
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<p>Provide Parenting Tips in ELA and Math through Parent Workshops and Family Night Activities. These workshops will allow parents to assist their students with 'hands on' mathematics and reading comprehension strategies. The parenting workshop will offer strategies for parents to use with their child to increase self esteem and recommend positive parenting tips. Parents will be provided with academic assistance to be able to reinforce skills for their children at home. The speakers will provide parental tips for parents to enhance character traits and improve academic achievement for students. Materials may include paper, pencils, and informational pamphlets. Approximately 100 parents will be in attendance for this event. Denise Chatman and Anthony McLean are the speakers and will have a 2 day workshop.</p>	7		<table border="1"> <tr> <td>Speaker/Consultant Fees</td> <td>\$ 700.00</td> <td>Title I</td> <td>188 - 312</td> </tr> <tr> <td>Meals</td> <td>\$ 500.00</td> <td>Title I</td> <td>188 - 399</td> </tr> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>188 - 400</td> </tr> </table>	Speaker/Consultant Fees	\$ 700.00	Title I	188 - 312	Meals	\$ 500.00	Title I	188 - 399	Instructional Materials and Supplies	\$ 1,000.00	Title I	188 - 400	<table border="1"> <tr> <td>Parent Survey,Parents Sign-in Sheet ,Parents Sign-in Sheet ,Parents Sign-in Sheet</td> </tr> </table>	Parent Survey,Parents Sign-in Sheet ,Parents Sign-in Sheet ,Parents Sign-in Sheet				
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Other Funding																					
<p>Implement Freshmen Academy as a school-within-a school initiative to increase educational efforts and make the curriculum more meaningful; an administrator will serve as coordinator.</p>	1		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>Local</td> <td>-</td> </tr> </table>		\$ 0.00	Local	-														
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<p>Provide quarterly planning time for collaboration preparation among teachers of 9th graders. Subs.</p>	2		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>Local</td> <td>-</td> </tr> </table>		\$ 0.00	Local	-														
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<p>Provide vocational and technical education programs to assist students in career preparation.</p>	3		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>District</td> <td>-</td> </tr> </table>		\$ 0.00	District	-														
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<p>Provide ongoing professional development, conferences such as ELA, Math, and SCIRA, and provide school visitation for all stakeholders to assist teachers in professional growth and development and teaching strategies.</p>	5		<table border="1"> <tr> <td></td> <td>\$ 0.00</td> <td>District</td> <td>-</td> </tr> </table>		\$ 0.00	District	-														
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Provide workshop to assist teachers in creating a grade book in powerteacher to document student progress for each quarter.	5			\$ 0.00	Local	-	
Provide Smart Board and Interactive Technology training to familiarize teachers with technology skills to aid in promotion of creating a student-centered environment that engages students at greater intensity level.	5			\$ 0.00	Local	-	
Provide opportunity for faculty and administrators to attend HSTW seminars and staff development training to support HSTW initiative and learn about 10 key practices that effective school utilize.	5			\$ 0.00	Local	-	
Participate in teacher recruitment fairs such as Meet & Greet Interview Fair and CERRA Teacher Expo in Columbia.	6			\$ 0.00	District	-	
Offer opportunities such as cohort programs for employees to receive advance degrees.	6			\$ 0.00	Title II	-	
				\$ 0.00	Title VI	-	
Encourage and support employees in efforts to achieve National Board Certification by providing monetary incentive to achievers.	6			\$ 0.00	District	-	
Provide signing bonus to attract Math and ELA teachers to geographical and critical need schools.	6			\$ 0.00	District	-	
Interpret test data to use for instructional planning and individualized student assistance.	9			\$ 0.00	District	-	
				\$ 0.00	Local	-	
Provide SAT/ACT quarterly workshops to assist students in improving test scores.	9			\$ 0.00	District	-	
Provide data analysis from Enrich and USA Test Prep.	9			\$ 0.00	District	-	
				\$ 0.00	Local	-	
Provide AP courses for students in Math and ELA by utilizing Distance Learning, technology assistance, and classroom instruction to increase students' test scores on the AP exam.	10			\$ 0.00	District	-	
Provide SAT course to strengthen students' testing skills and abilities.	10			\$ 0.00	Local	-	
Provide students' standardized testing history results and compose target groups to assist in remediation strategies.	10			\$ 0.00	Local	-	
Provide AP courses such as Calculus, Biology, US History and World History to increase students' level of attainment on standardized tests.	10			\$ 0.00	Local	-	
Participate in drug-free awareness programs and activities such as Red Ribbon Week, SAVE (Students Against Violence Everywhere), and Violence prevention programs that support secure and healthy living.	11			\$ 0.00	Safe and Drug-free Schools	-	

Participate in Character Education program to assist students with character building skills and college expenses through scholarship donations.	11			\$ 0.00	Character Educ. Prog.	-	
Refer parents to who not received diploma or GED to Adult Education Program to receive academic assistance.	11			\$ 0.00	Adult Education	-	

TITLE I PAGE TOTAL:	282,264.00						
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			
Andrews High School, located in GEORGETOWN School District, has an enrollment of 581.70 and serves students in grades 9 to 12.			
<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 integrate technology into classroom instruction.	<ul style="list-style-type: none"> Trend Data for ACT End of Course Assessments Work Keys 	<ul style="list-style-type: none"> Implement Fuel Education computer assisted instructional program(s) in ELA/Reading/Math for students in grades 9 - 12 in Classroom under the supervision of a highly qualified teacher and also in small lab settings with guidance of a highly qualified teacher. Paraprofessional @ 1.0 FTE for 180 days will operate the computer lab and provide assistance to students. (Fuel Education is a virtual learning pathway that requires the supervision of a highly qualified teacher. This paraprofessional monitors and assist students with content provided through the program and the teacher on a daily basis. This content is the same as a South Carolina Virtual School Class with an onsite instructor at the school to supplement daily.) Purchase the Poster Maker System 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. Also purchase 9 student laptops @ about \$870 each. 	<p>Technology 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>
To increase student achievement in mathematics	<ul style="list-style-type: none"> Trend Data for ACT End of Course Assessments Work Keys 	<ul style="list-style-type: none"> Employ 1 Teacher(s) @ 1.0 FTE (as an Interventionist) to provide additional academic instruction in small groups in grade(s) 9 & 10 in ELA. (These extra positions allow for year-long instruction instead of the 4 X 4 Scheduling for students. This does not supplant the district allocations. This is supplemental instructional time.) This allows for an extra semester at 90 minutes daily for these areas. Morris Solicit the services of a consultant Rob Kirk, to train teachers in grades 9-12 on the Capturing Kids Hearts recharge program is a program to support student achievement through teacher/student interactions. This program supports student engagement. Fee is \$5000 per day and will provide services for 1 day. These service provides a classroom environment in which maximum student engagement increases student learning. 	<p>HS That Work Marshall, Hermine H., and Rhona S. Weinstein. 1984. "Classroom Factors Affecting Students' Self Evaluation: An Interaction Model." Review of Educational Research 54 (Autumn) no. 3:301-325.</p>

		<ul style="list-style-type: none"> • Provide TI-Nspire calculators with algebraic capability to solve equations, factor and expand variable expressions, and complete the square making them robust. 3 packs \$1397 each set of 10. Also purchase algebra class sets for classrooms. 	
<p>To increase student achievement in English language arts.</p>	<ul style="list-style-type: none"> • Trend Data for ACT • End of Course Assessments • Work Keys 	<ul style="list-style-type: none"> • Provide instructional materials in Reading to support reading comprehension skills and vocabulary enhancement in grades 9-12. These reading books for students will expand their opportunities outside the boundaries of the school. • Purchase 10 copies each of 20 SC Young Adult Book award titles at \$8 per book for book club. This is for grades 9-12. Provide field experiences for students in grades 9-12 in relation to the books based on state standards. Students will attend a production of the book that was read in the book club. The theater will either be in Charleston or Myrtle Beach. Approximately 40 students will be in attendance @ about \$8 a person. • Provide sets of books for classroom libraries and independent reading materials such as Brooks Harper's "Why Should I Hire You and Seven Skills to Make Mills". These resources will increase independent reading skills by building fluency. • Provide instructional materials in ELA to support the Turnitin program in grades 9-12. This program encourages peer review, reflection, and discussion. It allows students to take ownership of their work and practice proper citation; it also accesses students' work promptly, delivers feedback that engages students and drives success as well as collects students' feedback anonymously. Web based training will be \$650 and site licenses will be \$3,395. • Provide instructional materials in ELA to support the TE21 program in grades 9-12. Cost is figured per student for case Benchmark Assessments, TE21 encase platform, and Lexile/Quantile reporting. Web based trainings cover how to use the TE21 encase platform and data review session. This program is tailored to assist teachers of State EOC exams in administering benchmark assessments and reviewing data. Licenses will be \$2600. 	<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>To provide professional development on best practices to improve instruction.</p>	<ul style="list-style-type: none"> • Trend Data for Graduation Rate • County literacy rate • Professional Development Survey of Needs of Faculty • Trend Data for ACT • End of Course Assessments • Work Keys 	<ul style="list-style-type: none"> • Provide Parenting Tips in ELA and Math through Parent Workshops and Family Night Activities. These workshops will allow parents to assist their students with 'hands on' mathematics and reading comprehension strategies. The parenting workshop will offer strategies for parents to use with their child to increase self esteem and recommend positive parenting tips. Parents will be provided with academic assistance to be able to reinforce skills for their children at home. The speakers will provide parental tips for parents to enhance character traits and improve academic achievement for students. Materials may include paper, pencils, and informational pamphlets. Approximately 100 parents will be in attendance for this event. Denise Chatman and Anthony McLean are the speakers and will have a 2 day workshop. • Provide access to professional development for principal and curriculum specialist to support school wide academic programs and initiatives by attending SCATA (October), SCABSE (Jan), and Summer Executive Institute (June). Expenditures may include registration, lodging, meals, and mileage. 	<p>Professional Development Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.)</p>
<p>To provide professional development on best practices to improve instruction.</p>	<ul style="list-style-type: none"> • Trend Data for ACT • End of Course Assessments • Work Keys 	<ul style="list-style-type: none"> • Employ 1 On-Site Assistance Curriculum Coordinator @ 1.0 FTE to focus on building curricula continuity across grade levels and courses, to engage in collaborative curriculum planning, to develop systems to monitor student progress, and to assure that students performing below grade level have an appropriate academic plan based on documented individual data analysis. Anderson 	<p>Instructional Coach Sparks, Georgea. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p>

To provide additional students support services to students.

• Trend Data for Student Attendance

• Participate in Character Education motivational program to assist staff and students by providing a speaker such as Brooks Harper to help motivate and strengthen behavior and academic success. Fee per day is \$3300. Provide incentives for academic progress in core subjects and/or behavior.

Character Education

Cafo, Zuhai and Demet Somuncuo. 2000. Global Values in Education and Character Education. ERIC, ED449449.

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: Andrews High

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: Andrews High

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 Andrews High
 Period Begins July 1, 2017
 Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
262	262	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$0.00

Schoolwide Program Budget

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

District GEORGETOWN (2201)
School Name Andrews High
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	\$58,200.00	\$22,250.00	\$8,495.00	\$21,264.00	\$14,005.00	\$ 150.00		\$124,364.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$1,200.00	\$1,000.00	\$ 0.00	\$ 0.00		\$2,200.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$99,000.00	\$43,000.00	\$12,150.00	\$ 0.00	\$ 0.00	\$ 150.00		\$154,300.00
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	\$ 300.00	\$ 100.00	\$1,000.00	\$ 0.00	\$ 0.00	\$ 0.00		\$1,400.00
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		\$157,500.00	\$65,350.00	\$22,845.00	\$22,264.00	\$14,005.00	\$ 300.00	\$ 0.00	\$282,264.00

Consolidated Funds Program Budget

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

District GEORGETOWN (2201)
School Name Andrews High
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