

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

School: Rosemary Middle

District: GEORGETOWN

Percent Poverty: 76.58%

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>
Claire Grant	Veronica McCray	Parents
Frank McClary	Flosine Robinson	Community Members
Rhonda Britton	Mary Ellen Morris	Teachers
LaTanya Goodson	NOT REQUIRED	Principal
Jeannette Johnson, Math Coordinator	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Linda Shaw, Guidance Counselor	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Dr. Barbara Goggans, ELA Coordinator	NOT REQUIRED	Priority (TA) Providers - ( Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Reggie Thompson, Assistant Principal	Barbara Player, Teacher	Other School Staff
Cameron Worten (Curriculum Specialist)		Students, <b>NOT REQUIRED</b> because it is NOT a High School
<b>Others:</b>		
Courtney Sabb	Deborah Geathers	Lori Moore
Judy Moore	Tricia Hughes	Terrijane Russ
Shana Barrineau	Mary Katherine Syler	

## 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  
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**District:** GEORGETOWN  
**School:** Rosemary Middle

Application: Title I Regular - 2018

<b>Activity</b> <b>Include Staff Development</b> (Provide a brief one-sentence description for each activity.)	<b>Reform Strategy</b>	<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 1 Teacher @ 1.0 FTE to provide reading 180 instruction to students that will benefit from ELA remediation in grades 6-8. This teacher is highly qualified and has received extensive training to provide this intervention for students.	1		Benefits	\$ 19,000.00	Title I	100 - 200	Reading MAP,SC Ready ELA
			Benefits	\$ 150.00	Title I	100 - 650	
			Salary	\$ 42,600.00	Title I	100 - 100	
			Substitute Salary	\$ 700.00	Title I	100 - 311	
Provide supplemental instructional materials including site licenses to support ELA and Math instruction and small group instruction in grades 6-8. Expenditures may include the purchase of reading books, GIZMO licenses, MobyMax and Flocabulary.	2		Software Site Licenses	\$ 6,047.00	Title I	100 - 345	Reading MAP,Math MAP,SC Ready ELA and Math
			Instructional Materials and Supplies	\$ 1,748.00	Title I	100 - 410	
Provide instructional materials in ELA and Math to support the implementation of SCCCR in grades 6-8. Expenditures may include SCCCR coach books for ELA and Math for each student totaling 1000. These are workbooks which emphasize skill that are related to the SCCCR.	2		Instructional Materials and Supplies	\$ 1,000.00	Title I	100 - 400	Reading MAP,Math MAP,ELA Test,Math Test
Provide books for classroom libraries to support Reading Across the Curriculum for grades 6-8. These materials are necessary as a result of SREB LDC implementation.	2		Instructional Materials and Supplies	\$ 1,000.00	Title I	100 - 410	Reading MAP,ELA Test
Integrate technology into classroom instruction with the use of Chromebooks, poster maker system, promethean board supplies and materials for grades 6-8. The Poster Maker System will be used to create educational and motivational anchor charts to increase student engagement for visual learners. The anchor charts will support both the	3		Equipment	\$ 6,590.00	Title I	100 - 545	Reading MAP,Math MAP,SC Ready

<p>engagement for visual learners. The arena charts will support both the learning of students and teachers during instruction and independent practice. These expenditures are above and beyond what the district allocates.</p>				<p>ELA and MATH</p>												
<p>Participate in Professional Development to support academic standards and growth in the four content areas in regards to digital learning (i.e. google classroom and 1:1 implementation) The PD will enhance content knowledge and student engagement to promote learning through effective digital literacy. Nic Finelli with Blended Tech Learning will provide the In-house PD. He will have approximately 5 visits at about \$2400 each. Provide professional development to approximately 5 teachers to support Schoolwide academic programs by participating in Schools to Watch site visits. Follow-up presentations will be shared with faculty. The strategies will enhance content knowledge and student engagement to promote learning and school-wide success.</p>	<p>5</p>		<table border="1"> <tr> <td>registration, hotel, meals, and mileage</td> <td>\$ 1,461.00</td> <td>Title I</td> <td>220 - 300</td> </tr> <tr> <td>Speaker/Consultant Fees</td> <td>\$ 12,000.00</td> <td>Title I</td> <td>220 - 300</td> </tr> </table>	registration, hotel, meals, and mileage	\$ 1,461.00	Title I	220 - 300	Speaker/Consultant Fees	\$ 12,000.00	Title I	220 - 300	<p>Reading MAP,Math MAP,ELA Test,Math Test</p>				
registration, hotel, meals, and mileage	\$ 1,461.00	Title I	220 - 300													
Speaker/Consultant Fees	\$ 12,000.00	Title I	220 - 300													
<p>Employ 1 On-Site Assistance Curriculum Specialist @ 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. Worten</p>	<p>5</p>		<table border="1"> <tr> <td>Salary</td> <td>\$ 76,000.00</td> <td>Title I</td> <td>220 - 110</td> </tr> <tr> <td>Benefits</td> <td>\$ 33,000.00</td> <td>Title I</td> <td>220 - 200</td> </tr> <tr> <td>Benefits</td> <td>\$ 150.00</td> <td>Title I</td> <td>220 - 650</td> </tr> </table>	Salary	\$ 76,000.00	Title I	220 - 110	Benefits	\$ 33,000.00	Title I	220 - 200	Benefits	\$ 150.00	Title I	220 - 650	<p>Reading MAP,Math MAP,SC Ready ELA and Math</p>
Salary	\$ 76,000.00	Title I	220 - 110													
Benefits	\$ 33,000.00	Title I	220 - 200													
Benefits	\$ 150.00	Title I	220 - 650													
<p>Provide professional development for Principal and/or Curriculum Coach to support Schoolwide academic programs by attending Summer Leadership, SCABSE conference, Schools to Watch Site visits and Title I conference. Expenditures may include lodging, meals, registration, and mileage.</p>	<p>5</p>		<table border="1"> <tr> <td>registration, hotel, meals, and mileage</td> <td>\$ 4,538.00</td> <td>Title I</td> <td>220 - 300</td> </tr> </table>	registration, hotel, meals, and mileage	\$ 4,538.00	Title I	220 - 300	<p>Reading MAP,Math MAP,SC Ready Math and ELA</p>								
registration, hotel, meals, and mileage	\$ 4,538.00	Title I	220 - 300													
<p>Provide Parenting Tips in ELA and Math through Parent Workshops and Family Night Activities. 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. 1 day workshop.</p>	<p>7</p>		<table border="1"> <tr> <td>Speaker/Consultant Fees</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>188 - 312</td> </tr> <tr> <td>Catered Meal</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>188 - 399</td> </tr> </table>	Speaker/Consultant Fees	\$ 1,000.00	Title I	188 - 312	Catered Meal	\$ 1,000.00	Title I	188 - 399	<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>				
Speaker/Consultant Fees	\$ 1,000.00	Title I	188 - 312													
Catered Meal	\$ 1,000.00	Title I	188 - 399													
<b>TI Support (1003a)</b>																
<p>Purchase the PBIS Rewards Service Base which is a behavior modification system. The multi device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with added features like referral tracking and teacher rewards, PBIS rewards helps to foster accountability and fidelity in the PBIS program.</p>	<p>2</p>		<table border="1"> <tr> <td>Software Site Licenses</td> <td>\$ 6,400.00</td> <td>TI Support (1003a)</td> <td>100 - 300</td> </tr> </table>	Software Site Licenses	\$ 6,400.00	TI Support (1003a)	100 - 300	<p>Reading MAP,Math MAP,SC Ready ELA,SC Ready Math</p>								
Software Site Licenses	\$ 6,400.00	TI Support (1003a)	100 - 300													

Provide instructional materials in ELA for grades 6-8. Expenditures may include classroom timers to monitor classroom and student engagement for ELA and Math teachers, purchase 30 copies of Teach Like a Pirate for a book study, poster maker ink and paper.	2		Instructional Materials and Supplies	\$ 12,060.00	TI Support (1003a)	100 - 410	Reading MAP, Math MAP, SC Ready ELA, SC Ready Math
			Staff Development Supplies	\$ 2,000.00	TI Support (1003a)	220 - 410	

Provide professional development to support Schoolwide academic programs by participating, conducting, and attending SCCCRC conferences related to ELA and Math, professional development conferences, SCASCD, SCAMLE, Best Practices Seminar, LDC & MDC Curriculum Development, The Ron Clark Academy training, the National Forum to Accelerate Middle Grades Reform, SC Association of Middle Level Educator Conference, and SC EdTech Conference. Teachers from grade(s) 6-8 will attend. Expenditures may include meals, transportation registration fees and membership fees. This is above the district allocation for the teachers to attend conferences. These teachers will present the learned strategies and resources to their peers at PLT Meetings. Follow up activities will be shared where applicable. These strategies will enhance content knowledge and student engagement to promote learning. 2 teachers per conference will be in attendance to observe and learn to take back to RMS to improve academic rigor and classroom student engagement. It also allows us to pay for all content teachers for any type of staff development. This is critical in training our Science, Social studies, ELA, and Math in curriculum design and unit planning, which is aligned with our district initiatives, attending the state middle school conferences and classroom management conferences, and sending our school leadership team to school culture and morale building for our school's future sustainability. Without that combined money in Title 1 and Title 1 support, we could not offer equal opportunity to all our teachers to be trained this year. The staff that will be attending these conferences disseminate the conferences information in a variety of ways. The Ron Clark Academy and the National Forum to Accelerate Middle Grades Reform attendees will mainly be chosen from our leadership team. These members will return to school to combine conference information, help create/ rework our 2018-2019 professional development plan, which will align with state and district initiatives, and give input into our Title 1 plan and Literacy plan. After all of our planning sessions, these teachers will lead our school through school, department, committee, and classroom meetings to align all of our curriculum to build upon our school culture and ensure academic rigor based on observations through first hand experiences of best practices.	5		registration, hotel, meals, and mileage	\$ 75.00	TI Support (1003a)	220 - 640	Reading MAP, Math MAP
			registration, hotel, meals, and mileage	\$ 25,265.00	TI Support (1003a)	220 - 300	

Provide stipends for core academic area certified staff who engage in professional development during the summer for grades 6-8. 2 day curriculum development for 6 ELA teachers, 4 Math teachers, 3 science	5		Stipend	\$ 3,200.00	TI Support (1003a)	220 - 134	Reading MAP Math
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curriculum development for 6 ELA teachers, 4 Math teachers, 5 science teachers and 3 social studies teachers. \$100 per day for 2 days. This is above and beyond what the district provides.	5		Benefits	\$ 1,000.00	TI Support (1003a)	220 - 200	MAP
<b>Other Funding</b>							
Continue to implement and support preparation for PASS testing.	1			\$ 0.00	Act 135	-	
Provide student incentives to serve as rewards for improvement of individual academic goals in core academic of ELA & Math in grades 6-8 as measured by the School Report Card which are based on district/school criteria.	2			\$ 0.00	Act 135	-	
Provide counseling services for all students through a sound guidance program which includes: college and career awareness character education conflict resolution, and development of educational plans.	3			\$ 0.00	District	-	
Continue a collaborative effort to provide routine counseling services for students (individual and group) and families through Waccamaw Mental Health.	3			\$ 0.00	District	-	
				\$ 0.00	County Mental Health	-	
Orientation for students, teachers, and parents to assist and support the regular education program of students in our feeder schools. These orientations will address transition from elementary to the middle school and middle to high.	3			\$ 0.00	District	-	
Provide professional development to support Schoolwide academic programs by participating in the online course of Differentiated Instruction through Learning Styles.	5			\$ 0.00	State	-	
				\$ 0.00	Retraining Grant	-	
Provide professional development training to teachers in an effort to improve academic performance in Success Maker for students in grades 6-8.	5			\$ 0.00	Act 135	-	
Provide stipends for core academic area certified staff/paraprofessionals who engage in professional development beyond their scheduled work hours.	5			\$ 0.00	Act 135	-	
Implement Mentor Program for new and second year teachers.	6			\$ 0.00	District	-	
Provide District Teacher Center/Resource Center	6			\$ 0.00	District	-	
Provide recruitment bonuses for critical needs teachers and signing bonuses for other teachers.	6			\$ 0.00	District	-	
Support for National Board candidates with district supplemental stipends for those who achieve certification.	6			\$ 0.00	Title II	-	

Utilize the Pee Dee Educational Center (formerly the Pee Dee HUB).	6			\$ 0.00	Local	-	
Offer opportunities for advanced degrees	6			\$ 0.00	District	-	
Science Kits will be used to provide hands-on activities for students	6			\$ 0.00	State	-	
Recruit highly qualified/certified teachers through: • Vigorous national and state recruitment • District Recruitment Fair • Recruitment Expo • District Recruitment In-State and Out-State • Georgetown County District Teacher Recruitment Fair Job Expos at SC colleges and universities.	6			\$ 0.00	District	-	
Implement conference nights, PTSA, & SIC meetings to support parent education.	7			\$ 0.00	District	-	
Collaborate with health and human service agencies such as DSS, Waccamaw Mental Health, and DHEC to provide parent forums and meetings.	7			\$ 0.00	District	-	
				\$ 0.00	County Mental Health	-	
Continue a parent communication system to ensure parental involvement through mailings and concerning Title I Meetings and trainings.	7			\$ 0.00	OTHER	-	
Update materials and supplies and provide time to make the school based parenting center more accessible to parents.	7			\$ 0.00	OTHER	-	
Provide Curriculum nights for parent training in ELA and math, and learning opportunities for parents.	7			\$ 0.00	OTHER	-	
Teachers will be provided opportunities to assist in the formation of high quality assessment of curriculum materials	9			\$ 0.00	Act 135	-	
Continue implementation of Measures of Academic Progress (MAP) to improve student achievement in reading and math.	9			\$ 0.00	District	-	
Teachers will participate in decision making through data analysis of curriculum assessments and program evaluation (MAP, Benchmark, and Curriculum Calibration) during team and departmental meetings.	9			\$ 0.00	District	-	
Remediation and enrichment opportunities will be provided to academically at risk students for math and reading during Extended Day in grades 6-8 in ELA and math after-school.	10			\$ 0.00	A & I	-	
Provide Homework Center tutorial assistance for all students in ELA and math for grades 6-8 after-school.	10			\$ 0.00	A & I	-	
Support will be provided though services such as violence prevention classes, safety awareness training provided by a school resource officer and/or local law enforcement.	11			\$ 0.00	District	-	
				\$ 0.00	County Sheriff/Police	-	
				\$ 0.00	Safe & Drug Free Schools	-	

Support services will be provided for families through Waccamaw Mental Health.	11			\$ 0.00	County Mental Health	-	
Support for students experiencing difficulty will be provided an alternative learning environment at the Howard Adult Education Center.	11			\$ 0.00	Adult Education	-	

<b>TITLE I PAGE TOTAL:</b>	<b>207,984.00</b>
<b>TI SUPPORT (1003a):</b>	<b>50,000.00</b>
<b>PRIORITY (TA) PAGE TOTAL:</b>	<b>0.00</b>
<b>CONSOLIDATED FUNDS PAGE TOTAL:</b>	<b>0.00</b>
<b>PRIORITY (SIG-1003g) PAGE TOTAL:</b>	<b>0.00</b>
<b>FOCUS (1003a) PAGE TOTAL:</b>	<b>0.00</b>



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

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

**GENERAL SCHOOL DEMOGRAPHIC INFORMATION**

Rosemary Middle School, located in GEORGETOWN School District, has an enrollment of 438.74 and serves students in grades 6 to 8.

<u>Identified Need</u>	<u>Data Upon Which the Identified Need Is Based</u>	<u>Use of Title I and Priority (TA) Funds to Address the Identified Need</u>	<u>Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities</u>
<p>To reduce class size to provide additional individual and group instruction.</p>	<ul style="list-style-type: none"> <li>State Parent Survey of Home-School Communication</li> <li>School Profile data with trends</li> <li>State School Report Card data</li> <li>SC Ready Math and ELA</li> </ul>	<ul style="list-style-type: none"> <li>Employ 1 Teacher @ 1.0 FTE to provide reading 180 instruction to students that will benefit from ELA remediation in grades 6-8. This teacher is highly qualified and has received extensive training to provide this intervention for students.</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>
	<ul style="list-style-type: none"> <li>Classroom Observations by Administrators, Coaches, or Others</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Professional Development to support academic standards and growth in the four content areas in regards to digital learning (i.e. google classroom and 1:1 implementation) The PD will enhance content knowledge and student engagement to promote learning through effective digital literacy. Nic Finelli with Blended Tech Learning will provide the In-house PD. He will have approximately 5 visits at about \$2400 each. Provide professional development to approximately 5 teachers to support Schoolwide academic programs by participating in Schools to Watch site visits. Follow-up presentations will be shared with faculty. The strategies will enhance content knowledge and student engagement to promote learning and school-wide success.</li> <li>Provide professional development for Principal and/or Curriculum Coach to support Schoolwide academic programs by attending Summer Leadership, SCABSE conference, Schools to Watch Site visits and Title I conference. Expenditures may include lodging, meals, registration, and mileage.</li> <li>Provide professional development to support Schoolwide academic programs by participating, conducting, and attending SCCR conferences related to ELA and Math, professional development conferences, SCASCD, SCAMLE, Best Practices Seminar, LDC &amp; MDC Curriculum Development, The Ron Clark Academy training, the National Forum to Accelerate Middle Grades Reform, SC Association of Middle Level Educator Conference, and SC EdTech</li> </ul>	<p><b>Balanced Literacy</b> Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." Journal of Educational Research 98 (May), no. 5:272. (Annotated citation can be found in ERIC, EJ 698850.)</p> <p><b>Everyday Math</b> Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In</p>

<p>To provide professional development on best practices to improve instruction.</p>	<p>Coaches, or Others</p> <ul style="list-style-type: none"> <li>Professional Development Survey of Needs of Faculty</li> <li>School Profile data with trends</li> <li>State School Report Card data</li> </ul>	<p>Conference. Teachers from grade(s) 6-8 will attend. Expenditures may include meals, transportation registration fees and membership fees. This is above the district allocation for the teachers to attend conferences. These teachers will present the learned strategies and resources to their peers at PLT Meetings. Follow up activities will be shared where applicable. These strategies will enhance content knowledge and student engagement to promote learning. 2 teachers per conference will be in attendance to observe and learn to take back to RMS to improve academic rigor and classroom student engagement. It also allows us to pay for all content teachers for any type of staff development. This is critical in training our Science, Social studies, ELA, and Math in curriculum design and unit planning, which is aligned with our district initiatives, attending the state middle school conferences and classroom management conferences, and sending our school leadership team to school culture and morale building for our school's future sustainability. Without that combined money in Title 1 and Title 1 support, we could not offer equal opportunity to all our teachers to be trained this year. The staff that will be attending these conferences disseminate the conferences information in a variety of ways. The Ron Clark Academy and the National Forum to Accelerate Middle Grades Reform attendees will mainly be chosen from our leadership team. These members will return to school to combine conference information, help create/rework our 2018-2019 professional development plan, which will align with state and district initiatives, and give input into our Title 1 plan and Literacy plan. After all of our planning sessions, these teachers will lead our school through school, department, committee, and classroom meetings to align all of our curriculum to build upon our school culture and ensure academic rigor based on observations through first hand experiences of best practices.</p> <ul style="list-style-type: none"> <li>Provide stipends for core academic area certified staff who engage in professional development during the summer for grades 6-8. 2 day curriculum development for 6 ELA teachers, 4 Math teachers, 3 science teachers and 3 social studies teachers. \$100 per day for 2 days. This is above and beyond what the district provides.</li> </ul>	<p>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>Literacy Groups</b> Begoray, Deborah L. 2001. "The Literacy Groups Project: Investigating the Use of Reading Recovery Techniques with Small Group of Grade 2 Students." Alberta Journal of Educational Research 47 (Summer) no. 2:141-155. (Annotated citation can be found in ERIC, EJ 631507.)</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>Trend Data for Guidance Referrals</li> <li>Student Report Card Grades</li> <li>Parent Attendance to Parent Involvement Activities</li> <li>Parents Education Levels</li> <li>Parents Attending Training Based on Sign-in Sheets</li> <li>School Profile data with trends</li> <li>State School Report Card data</li> </ul>	<ul style="list-style-type: none"> <li>Provide Parenting Tips in ELA and Math through Parent Workshops and Family Night Activities. 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. 1 day workshop.</li> </ul>	<p><b>Social Worker</b> Anderson-Butcher, Dawn, E. Gwyn Stetler, and Theresa Midle. 2006. "A Case for Expanded School-Community Partnerships in Support of Positive Youth Development." Children &amp; Schools 28, no. 3:155-163. (Annotated citation can be found in ERIC, EJ 44160.)</p> <p><b>Parental Involvement</b> Fuerstein, Abe. 2000. "School Characteristics and Parent Involvement: Influences on Participation in Children's Schools." The Journal of Educational Research 94 (September), no. 1: 29-40.</p>
<p>To increase student achievement across core subject areas.</p>	<ul style="list-style-type: none"> <li>Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>Reading Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>Provide instructional materials in ELA and Math to support the implementation of SCCCR in grades 6-8. Expenditures may include SCCCR coach books for ELA and Math for each student totaling 1000. These are workbooks which emphasize skill that are related to the SCCCR.</li> <li>Provide books for classroom libraries to support Reading Across the Curriculum for grades 6-8. These materials are necessary as a result of SREB LDC implementation.</li> <li>Provide instructional materials in ELA for grades 6-8. Expenditures may include classroom timers to monitor classroom and student engagement for ELA and Math teachers, purchase 30 copies of Teach Like a Pirate for a book study, poster maker ink and paper.</li> </ul>	<p><b>Literacy Groups</b> Begoray, Deborah L. 2001. "The Literacy Groups Project: Investigating the Use of Reading Recovery Techniques with Small Group of Grade 2 Students." Alberta Journal of Educational Research 47 (Summer) no. 2:141-155. (Annotated citation can be found in ERIC, EJ 631507.)</p>

<p>To increase student achievement in English language arts.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• County literacy rate</li> </ul>	<ul style="list-style-type: none"> <li>• Provide supplemental instructional materials including site licenses to support ELA and Math instruction and small group instruction in grades 6-8. Expenditures may include the purchase of reading books, GIZMO licenses, MobyMax and Floccabulary.</li> </ul>	<p><b>Classroom Libraries</b> 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 across core subject areas.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase the PBIS Rewards Service Base which is a behavior modification system. The multi device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with added features like referral tracking and teacher rewards, PBIS rewards helps to foster accountability and fidelity in the PBIS program.</li> </ul>	<p><b>Extended Day</b> Seever, Margaret. 1991. The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. Kansas City School District. ERIC, ED 349089.</p>
<p>To provide additional students support services to students.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> </ul>	<ul style="list-style-type: none"> <li>• Employ 1 On-Site Assistance Curriculum Specialist @ 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. Worten</li> </ul>	<p><b>Instructional Coach</b> Sparks, Georgea. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p>
<p>To integrate technology into classroom instruction.</p>	<ul style="list-style-type: none"> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• SC Ready ELA</li> <li>• SC Ready Math</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate technology into classroom instruction with the use of Chromebooks, poster maker system, promethean board supplies and materials for grades 6-8. The Poster Maker System will be used to create educational and motivational anchor charts to increase student engagement for visual learners. The anchor charts will support both the learning of students and teachers during instruction and independent practice. These expenditures are above and beyond what the district allocates.</li> </ul>	<p><b>Technology</b> Bush, Thomas, John Armstrong, Dan Barbrow, and Lois Ulintz. 1999. "Design and Delivery of Integrated Learning Systems: Their Impact on Student Achievement and Attitudes." Journal of Educational Computing Research 21, no. 4:475-86. (Annotated citation can be found in ERIC, EJ 606782.)</p>
<p>To increase student achievement in mathematics</p>	<ul style="list-style-type: none"> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> </ul>		<p><b>OTHER</b> STEMscopes™ uses an inquiry-based approach to science, in which the teacher guides students towards the discovery of concepts and skills instead of using explicit direct instruction (Crawford, 2007). The online component of STEMscopes™ serves as both a support and a guide to teachers, as well as a platform through which students can participate in peer collaborative activities and provide written responses to new concepts and skills learned during the exploration.</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:** Rosemary Middle

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:** Rosemary Middle

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 Rosemary Middle  
 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** Rosemary Middle  
**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	\$42,600.00	\$19,000.00	\$6,747.00	\$3,748.00	\$6,590.00	\$ 150.00		\$78,835.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$2,000.00	\$ 0.00	\$ 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	\$76,000.00	\$33,000.00	\$17,999.00	\$ 0.00	\$ 0.00	\$ 150.00		\$127,149.00
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>\$118,600.00</b>	<b>\$52,000.00</b>	<b>\$26,746.00</b>	<b>\$3,748.00</b>	<b>\$6,590.00</b>	<b>\$ 300.00</b>	<b>\$ 0.00</b>	<b>\$207,984.00</b>



### Consolidated Funds Program Budget

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

**District** GEORGETOWN (2201)  
**School Name** Rosemary Middle  
**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>