

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

School: Gordon El

District: DILLON 04

Percent Poverty: 94.97%

School Term: 2014 - 2015

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>
Jeffrey George	Felecia McDaniel	Parents
Jackie Hayes	Tim Faulk	Community Members
Tonette Norton	Deborah Lee	Teachers
Famon Whitfield III	NOT REQUIRED	Principal
Lynn Liebenrood	Director of Student Services	Local Agency Administrator (Include other Federal Programs)
Rebekah Baker	School Guidance Counselor	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Jayne Lee	Director of Assessment and Instructional Support	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Amanda Smith	4th Grade Teacher	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Shannon Berry		Assistant Principal
Sandy Webster		Gifted and Talented
Janice Dargan		
Shamada Platt		5th Grade Teacher
Patricia H. Page		Title I Facilitator
Lillie Page		PEC (EMD) Teacher
Jamilah Campbell		4th Grade Teacher

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 11.11 (b)(3) of the law.

Gordon Elementary School provides individual student assessment results to parents in a variety of ways. Gordon Elementary PASS scores are released to the public through the District Annual Report to the community, the Annual Report to the District Board, the South Carolina Department of Education web site, local and state newspapers, the School Summary Report and the School Renewal Plan. When South Carolina PASS test results are sent home, a letter of explanation that helps parents understand the information accompanies the results. All parents are provided with an opportunity to schedule a conference to discuss PASS results and are encouraged to meet several times a year to keep abreast of their child's progress and make adjustments as needed. The South Carolina PASS test data is reviewed at the Title I Annual Parent Meeting. After the discussion of the PASS test, the meeting is opened up to parents for their questions and suggestions. PTO meetings, Family SLAM (science, language arts, and math) Nights, calendars, and newsletters will also serve as vehicles to disseminate information to parents as well as aid them in interpreting data. Parents will be provided with activities and ideas that can be used at home to help improve their child's academic achievement. Parents are provided with an Interim Report detailing their child's progress at midpoint of each nine week reporting period. After report cards are issued at the end of each nine-week grading period, parents are encouraged to schedule a conference to review their child's progress. Dillon District Four has designated September 26 and October 24, 2014 as days for parents and teachers to collaborate regarding test results, grades and overall student progress. Gordon Elementary distributes school report card data to parents using multiple avenues. Following the dissemination of the school report card, an opportunity for stakeholders to engage in a discussion concerning school data will be given at the first PTO meeting, School Improvement Council meeting and the Annual Title I Parenting meeting. Parents will be provided a letter explaining the various components of the report card in the parents' primary language. ESOL teachers will assist with the interpretation and the letter for our non English speaking parents. The District and the school maintain web sites and web calendars to keep parents informed of school activities. The Power School Parent Portal is a web based program where parents can access student grades, behavior referrals, and attendance information.

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

District: DILLON 04
School: Gordon El

Application: Title I Regular - 2015

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
<p>Activity Include Staff Development (Provide a brief one-sentence description for each activity.)</p>							
<p>Employ (4) Teacher(s) @ 1.0 FTE, (2) Teacher(s) @ 0.5 FTE and (1) assistant @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grades 4-5 in all subjects. Reduce student-teacher ratio from 1:28 to 1:24.</p>	1		Salary Benefits	[REDACTED] [REDACTED]	Title I Title I	100 - 100 100 - 200	Reading MAP, Math MAP, ELA PASS, Math PASS, ELA PASS
<p>Provide supplies and materials to support the Title I Schoolwide Program to improve student performance and reduce the achievement gap in ELA and Math in grades 4-5. Materials and supplies will include such items as: paper, notebooks, notebook paper, composition books, books, pencils, toner, and classroom libraries, etc.</p>	1		Instructional Materials and Supplies	\$ 2,728.00	Title I	100 - 410	Reading MAP, Math MAP
<p>Provide students with hands on activities and manipulatives in math to improve student achievement in grades 4-5. Expenditures will be used to purchase math hands-on manipulatives such as: transparent counting chips, foam pattern blocks, plastic base 10 class sets, place value foam dice, fraction pieces, chart tablets, markers, etc.</p>	1		Instructional Materials and Supplies	\$ 2,646.00	Title I	100 - 410	Math MAP, Math PASS
<p>Provide materials and supplies for the Title I Teacher Resource Room, which supports ELA and Math programs in grades 4-5. Materials in the TRR include a leveled Literacy Library for small group instruction, CCSS Exemplar texts sets, read alouds, a variety of math manipulatives and professional books for teachers.</p>	1		Instructional Materials and Supplies	\$ 4,479.00	Title I	100 - 410	Reading MAP, Math MAP
<p>Provide Title I school wide facilitator at 1.0 STE to supervise and implement the project.</p>	1		Salary Benefits	\$ [REDACTED] \$ [REDACTED]	Title I Title I	220 - 100 220 - 200	Parents Sign-in Sheet
<p>Integrate technology into classroom instruction with the use of</p>							Reading

<p>technology materials, supplies, and equipment to support Reading and Math instruction in grades 4-5. Expenditures may include Promethean boards, televisions, document cameras and Activexpression sets.</p>	<p>2</p>	<p>Technology Supplies</p> <p>\$ 750.00</p> <p>Title I</p> <p>100 - 400</p>	<p>MAP, Math MAP, ELA PASS, Math PASS</p>
<p>Gordon Elementary will provide on-going in-service for teachers implementing Balanced Literacy and CCSS through professional book studies. Staff development materials will also be purchased to support teachers' knowledge of using hands on manipulatives in math. Expenditures may include professional books and hands on math manipulatives.</p>	<p>5</p>	<p>Staff Development Supplies</p> <p>\$ 1,854.00</p> <p>Title I</p> <p>220 - 410</p>	<p>Reading MAP, Math MAP</p>
<p>Provide professional development to support Schoolwide academic programs by attending the fall SCATA (South Carolina Association of Title I Administrators) Conference. Conference will be held at Myrtle Beach, South Carolina in October 2014. Expenditures may include registration, lodging, travel and food.</p>	<p>5</p>	<p>registration, hotel, meals, and mileage</p> <p>\$ 750.00</p> <p>Title I</p> <p>100 - 332</p>	<p>materials and contact information from conference</p>
<p>Offer PTO Program Meetings to keep parents abreast of school activities and to provide parents with parenting brochures for training sessions, etc. for all grades 4-5. The Title I Annual Parenting Meeting will provide information to parents regarding the Title I Schoolwide Program, federal guidelines, and services offered by our schools.</p>	<p>7</p>	<p>Parenting Supplies</p> <p>\$ 300.00</p> <p>Title I</p> <p>188 - 410</p>	<p>Parents Check Out Materials, State Parent Survey of Home, Parents Check Out Materials, Parents Check Out Materials</p>
<p>Provide a Title I School wide planning meeting as well as a survey of parents, students and teachers to get input on specific areas of need for the 2014-2015 project. Paper and ink will be purchased for the survey.</p>	<p>7</p>	<p>Parenting Supplies</p> <p>\$ 100.00</p> <p>Title I</p> <p>188 - 410</p>	<p>Parent Survey</p>
<p>Provide paper and ink for the Title I Annual Parenting Meeting to provide information to parents regarding Title I Schoolwide Program, federal guidelines, NCLB/ESEA Waiver and services offered by our schools.</p>	<p>7</p>	<p>Parenting Supplies</p> <p>\$ 200.00</p> <p>Title I</p> <p>188 - 410</p>	<p>Parents Sign-in Sheet</p>
<p>Provide approximately 250 parents/students/teachers an opportunity to participate in Family SLAM (Science, Language Arts and Math) Nights through games and activities which will enhance student academic performance and parental involvement. SLAM is an activity for all grade levels 4-5. Supplies purchased would be the materials needed to create the games and activities for each session such as: construction paper, crayons, markers, paper, pencils, glue, double pocket folders, etc. Provide one cafeteria worker whose rate of pay is based on the district's food service years of experience pay scale per SLAM night.</p>	<p>7</p>	<p>Parenting Supplies \$ 100.00 Title I 188 - 410</p> <p>Refreshments \$ 700.00 Title I 188 - 410</p> <p>Contracted Services/Purchased Services \$ 200.00 Title I 188 - 390</p>	<p>Reading MAP, Math MAP, Parents Sign-in Sheet Parents Check Out Materials</p>
<p>Other Funding</p>			
<p>Teachers in grades 4-5 will communicate through notes, letters, phone calls and conferences with parents about students' progress in academics and discipline.</p>	<p>3</p>	<p>Office Supplies</p> <p>\$ 0.00</p> <p>Local</p> <p>-</p>	

Continue Lunch Buddies program with a greater emphasis on more minority mentors to enhance student performance in all grade levels 4-5.	3		Student Incentives	\$ 0.00	Local	-
Teachers and administrators will collaborate in grade level meetings to plan and develop instructional units with particular emphasis on improving student performance and closing the achievement gap in students in grades 4-5.	3		Office Supplies	\$ 0.00	Local	-
Implement service projects for each grade level (4-5) to teach the importance of reaching out and helping others.	3		Student Incentives	\$ 0.00	Local	-
Provide professional development to support schoolwide academic programs.	4		Contracted Services/Purchased Services	\$ 0.00	District	-
Provide teacher training in Family Slam (Language Arts and Math) Program to increase parental involvement.	5		Staff Development Supplies	\$ 0.00	OTHER	-
The media specialist will provide in-service to enhance classroom lessons and to improve student interest and achievement.	5		Printing	\$ 0.00	Local	-
Continue the implementation of the mentor program for first and second year teachers.	6		Salary	\$ 0.00	Title II	-
Provide grade level orientation with parents and students on homework policy, rules and procedures across all grade levels four through five.	7		Printing	\$ 0.00	Local	-
Provide a School Compact in which students, teachers, and parents sign accepting responsibility for their part in the educational process for students in grade levels 4-5.	7		Printing	\$ 0.00	Local	-
Improve teacher/parent communications by providing weekly and monthly newsletters for all students in grades 4-5.	7		Printing	\$ 0.00	Local	-
Provide an opportunity through the Lunch Buddies Program for adults to communicate and mentor students in grades 4-5.	7		Student Incentives	\$ 0.00	Local	-
Provide established Parent-Teacher Conference Days for parents to discuss academic progress.	7		Office Supplies	\$ 0.00	Local	-
Improve teacher/parent communications by providing weekly grade level newsletters, monthly schoolwide newsletters and calendars for all students in all grade levels 4-5.	8		Printing	\$ 0.00	Local	-
Provide orientation for students on school rules, policies, and procedures to decrease discipline referrals.	8		OTHER	\$ 0.00	District	-
Teachers will be surveyed regarding their needs for in-service, supplies, and resources.	9		Office Supplies	\$ 0.00	Local	-

Provide orientation for all teachers reviewing policies, laws, procedures, goals and objectives for the year.	9		Office Supplies	\$ 0.00	Local	
Continue to implement Benchmark tests and common assessments for the purpose of improvement of instruction and achievement in all subjects across the curriculum.	9		Office Supplies	\$ 0.00	Local	
Provide weekly visits for all students to the CAI Lab to utilize such programs such as Skills Tutor and Orchard Learning.	10		Software Site Licenses	\$ 0.00	District	
Provide activities for career and service learning projects.	11		Instructional Materials and Supplies	\$ 0.00	District	
Not Categorized						
	7					

THREE PAGE TOTAL \$345,100.00
 INSUPPORN (003E) 10.00
 PRIORITY (CA) PAGE TOTAL 10.00
 CONSOLIDATED FUNDS PAGE TOTAL 10.00
 PRIORITY (SIG 1003E) PAGE TOTAL 10.00
 FOCUS (003E) PAGE TOTAL 10.00

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

Gordon El School, located in DILLON 04 School District, has an enrollment of 519.13 and serves students in grades 4 to 5.

Identified Need	Data Upon Which the Identified Need Is Based	Use of Title I and Priority (TA) Funds to Address the Identified Need	Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities
<p>To reduce class size to provide additional individual and group instruction.</p>	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] ELA PASS Math Measure of Academic Progress (MAP) [grades K-10] Math PASS Class Size Before Reduction 1: 28 State School Report Card data 	<p>Employ (4) Teacher(s) @ 1.0 FTE, (2) Teacher(s) @ 0.5 FTE and (1) assistant @ 1.0 FTE to reduce class size to provide more individual and small group academic instruction for grades 4-5 in all subjects. Reduce student-teacher ratio from 1:28 to 1:24.</p>	<p>Reduced Class Size Pate-Bain, Helen, Jane Boyd-Zaharias, Van A. Cain, Elizabeth Word, and Edward M. Binkley. 1997. STAR Follow-Up Studies, 1996-1997: The Student/Teacher Achievement Ratio (STAR) Project. Lebanon, TN: HERO's Inc. Available online at http://www.heros-inc.org/newstar.pdf (Annotated citation can be found in ERIC, ED 419593.)</p>
<p>To increase student achievement in English language arts.</p>	<ul style="list-style-type: none"> ELA Benchmark Test [grades 1-8] Reading Measure of Academic Progress (MAP) [grades K-10] ELA PASS State School Report Card data 	<p>Gordon Elementary will provide on-going in-service for teachers implementing Balanced Literacy and CCSS through professional book studies. Staff development materials will also be purchased to support teachers' knowledge of using hands on manipulatives in math. Expenditures may include professional books and hands on math manipulatives.</p>	<p>Reading National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754. Balanced Literacy Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Messingill. 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.) Classroom Libraries Shoham, Snunith. 1997. Libraries and Reading Habits among Elementary School Children: The Concept of the Classroom Collection. Vancouver: Annual Conference of the International Association of School Librarianship. Intiv ERIC. ED 412965</p>

<p>To increase student achievement in mathematics</p>	<p>Math Measure of Academic Progress (MAP) [grades K-10] Math PASS Math Benchmark Test [grades 1-8] State School Report Card data</p>	<p>Provide students with hands on activities and manipulatives in math to improve student achievement in grades 4-5. Expenditures will be used to purchase math hands-on manipulatives such as: transparent counting chips, foam pattern blocks, plastic base 10 class sets, place value foam dice, fraction pieces, chart tablets, markers, etc.</p>	<p>Paraprofessional Spencer, Ronald and Oneida Martin. 1992. The Effect of Teacher, Paraprofessional, and Peer Monitoring on Student Learning. Knoxville: Annual Meeting of the Mid-South Educational Research Association, November. 1992. ERIC, ED 355222 Instructional Coach Sparks, George. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p>
<p>To increase student achievement across core subject areas.</p>	<p>Reading Measure of Academic Progress (MAP) [grades K-10] ELA PASS Math Measure of Academic Progress (MAP) [grades K-10] Math PASS State School Report Card data</p>	<p>Provide supplies and materials to support the Title I Schoolwide Program to improve student performance and reduce the achievement gap in ELA and Math in grades 4-5. Materials and supplies will include such items as: paper, notebooks, notebook paper, composition books, books, pencils, toner, and classroom libraries, etc. Provide materials and supplies for the Title I Teacher Resource Room, which supports ELA and Math programs in grades 4-5. Materials in the TRR include a leveled Literacy Library for small group instruction, CCSS Exemplar texts sets, read alouds, a variety of math manipulatives and professional books for teachers.</p>	<p>Everyday Math Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S.L. Send and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Balanced Literacy 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.) Everyday Math Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S.L. Send and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. 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>	<p>Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] State School Report Card data</p>	<p>Provide professional development to support Schoolwide academic programs by attending the fall SCATA (South Carolina Association of Title I Administrators) Conference. Conference will be held at Myrtle Beach, South Carolina in October 2014. Expenditures may include registration, lodging, travel and food.</p>	<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 increase parental involvement in the school and their child's education.</p>	<p>Math Benchmark Test [grades 1-8] Parent Attendance to Parent Involvement Activities Math Measure of Academic Progress (MAP) [grades K-10] Reading Measure of Academic Progress (MAP) [grades K-10]</p>	<p>Provide approximately 250 parents/students/teachers an opportunity to participate in Family SLAM (Science, Language Arts and Math) Nights through games and activities which will enhance student academic performance and parental involvement. SLAM is an activity for all grade levels 4-5. Supplies purchased for each session such as: construction paper, crayons, markers, paper, pencils, glue, double pocket folders, etc. Provide one cafeteria worker whose rate of pay is based on the district's food service years of experience pay scale per SLAM night.</p>	<p>Parental Involvement Fuerstein, Abe. 2000. "School Characteristics and Parent Involvement: Influences on Participation in Children's Schools." The Journal of Educational Research 94 (September), no. 1: 29-40.</p>

<p>To increase student achievement in English language arts.</p>	<p>Trend Data for ELA PASS [grades 3-8] ELA Benchmark Test [grades 1-8]</p>	<p>Improve teacher/parent communications by providing weekly grade level newsletters, monthly schoolwide newsletters, and calendars for all students in all grade levels 4-5.</p>	<p>Balanced Literacy Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Messengill. 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>To increase student achievement across core subject areas.</p>	<p>Math Measure of Academic Progress (MAP) [grades K-10] Reading Measure of Academic Progress (MAP) [grades K-10]</p>	<p>Provide Title I school wide facilitator at 1.0 STE to supervise and implement the project.</p>	<p>Reading National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754. Everyday Math Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S.L. Sen and D.R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p>
<p>To increase student achievement across core subject areas.</p>	<p>Math Measure of Academic Progress (MAP) [grades K-10] Reading Measure of Academic Progress (MAP) [grades K-10] ELA Benchmark Test [grades 1-8] Math Benchmark Test [grades 1-8]</p>	<p>Integrate technology into classroom instruction with the use of technology materials, supplies, and equipment to support Reading and Math instruction in grades 4-5. Expenditures may include Promethean boards, televisions, document cameras and Actvexpression sets.</p>	<p>CAI Azevedd, Roger and Robert M. Bernard. 1995. The Effects of Computer-Presented Feedback on Learning from Computer-Based Instruction: A Meta-Analysis. San Francisco: Annual meeting of the American Educational Research Association. ERIC, ED 385235 Balanced Literacy Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Messengill. 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.) Technology Bush, Thomas, John Armstrong, Dan Barrow, and Lois Ullintz. 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)

There are no migrant students at Gordon Elementary at this time.

Priority (TA) Plan Assurances

School: Gordon El

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

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

Schoolwide Program Assurances

School: Gordon El

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

		Yes	N/A
1	By submission of this plan to the SEA, the LEA verifies this school, prior to initiating a schoolwide program, first developed (or amended) a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001) a comprehensive plan for reforming the total instructional program in the school in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>

8	The school is subject to the academic assessment and school improvement provisions of section 1116 of the law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	For schools coordinating resources, the schools shall maintain records that demonstrate that the schoolwide program considered as a whole, addresses the intent and purpose of each of the Federal programs that were consolidated to support the SCW program.	Yes <input type="checkbox"/>	N/A <input type="checkbox"/>
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.	Yes <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
11	The school shall be found to be in compliance with comparability requirements as required in the law.	Yes <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
12	In a school improvement school, the school will spend not less than 10 % of the funds made available to the school under section 1113 for each fiscal year that the school in school improvement status for the purpose of providing to the school's teachers and principal high-quality professional development.	Yes <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
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.	Yes <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>

Priority (TA) Project Budget

District DILLON 04 (1704)
 School Name Gordon EI
 Period Begins July 1, 2014
 Period Ends June 30, 2015

Project No. 15BA095
 County No. 17
 District No. 04
 Federal 2
 Sub Program 01

Name	No.	Object of Expenditures										Totals	
		Salaries	Employee Ben	Purchased Serv	Supp. & Mat	Cap. Outlay	Other Objects	Transfers	Totals				
		100	200	300	400	500	600	700	(Indirect Cost)				
Instruction	100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 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	\$ 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	\$ 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	\$ 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	\$ 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	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
School Building	253												
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Food Services	256												
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 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	\$ 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	\$ 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	\$ 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	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

Schoolwide Program Budget

Project No. 15BA095
 County No. 17
 District No. 04
 Federal 2
 Sub Program 01

District DILLON 04 (1704)
 School Name Gordon EI
 Period Begins July 1, 2014
 Period Ends June 30, 2015

Functions/Codes		Object Expenditures										Totals	
Name	No.	Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	(Indirect Cost)		Totals		
		100	200	300	400	500	600	700					
Instruction	100	\$196,466.00	\$80,804.00	\$750.00	\$10,603.00	\$0.00	\$0.00				\$288,623.00		
Parenting/Family Literacy	188	\$0.00	\$0.00	\$200.00	\$1,400.00	\$0.00	\$0.00				\$1,600.00		
Pupil Services	210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00				\$0.00		
Inst. Staff	220	\$39,509.00	\$13,514.00	\$0.00	\$1,854.00	\$0.00	\$0.00				\$54,877.00		
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		
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		
Transfers	430										\$0.00		
Totals				\$950.00	\$13,857.00	\$0.00	\$0.00				\$345,100.00		

Consolidated Funds Program Budget

Project No. 15BA095
 County No. 17
 District No. 04
 Federal 2
 Sub Program 01

District DILLON 04 (1704)
 School Name Gordon El
 Period Begins July 1, 2014
 Period Ends June 30, 2015

Functions/Codes		Object of Expenditures								Totals
Name	No.	Subsidiary	Employee Ben	Purchased Serv	Supp. & Mat	Cap. Outlay	Other Obj	Transfers	(Indirect Cost)	Totals
		100	200	300	400	500	600	700		
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
Security	258	\$ 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	\$ 0.00