

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

School: Hendersonville Elem

District: COLLETON

Percent Poverty: 89.03%

School Term: 2013 - 2014

**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>
Amy Kilpatrick	Robin Nettles	Parents
Pator Joseph Williams	Vergie Chisolm	Community Members
Carey Polk	Patricia Salley	Teachers
Jessica Williams	NOT REQUIRED	Principal
Cathy Turner	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Minthalee Stephens	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Nancy Carter	NOT REQUIRED	Priority (TA) Providers - ( Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Mary Campbell	Lekeya Chisolm	Other School Staff
		Students, <b>NOT REQUIRED</b> because it is NOT a High School
<b>Others:</b>		

## 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.**

Hendersonville Elementary will disseminate student academic assessment results through a parent letter that accompanies SC state test data. Parent-teacher conferences are held to discuss and interpret state, school, classroom assessment results. The state School Report Card will be distributed annually and interpreted for parents, as prescribed by state and district guidelines. Links to the state School Report Card and Adequate Yearly Progress (AYP) are also found on the district and SC Department of Education websites. The results are also published/broadcast by local media outlets. A School Improvement Council presentation is made on the results of the state, district, and school testing and the results of school performance. Parents will be provided an interpretation of their child's assessment results. Information will be sent to parents in their primary language when practical. Staff are available to assist ESOL parents in their understanding of their child's test results.

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

**District:** COLLETON

Application: Title I Regular - 2014

**School:** Hendersonville Elem

<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>							
Administer NWEA's MAP student assessment in ELA and math in grades PK-2 in the (Classroom OR/AND classroom using the computer OR/AND computer lab). The results will be used to address classroom instruction. Expenditures may include assessment software and supplemental instructional supplies.	1	Instructional Supplies	Instructional Materials and Supplies	\$ 3,248.00	Title I	100 - 400	Reading MAP, Math MAP, ELA Test, Math Test
STAR/Renaissance/Accelerated Reader for 500 students grades 1-5 – student assessment software to support ELA/Reading instruction and RTi.	1	Instructional Supplies	Instructional Materials and Supplies	\$ 6,000.00	Title I	100 - 400	Reading MAP, Dominie, Classroom observations, Classroom observations
Leveled literary and informational text readers and books for grades k-5, Social Studies Classroom Magazines for grades 3-5, ELA/Math learning games and manipulatives for grades k-5, online reading activities including readinga-z.com subscription for kindergarten students and brainpop.com for grade 5.	1	Instructional Supplies	Instructional Materials and Supplies	\$ 4,150.00	Title I	100 - 410	Reading MAP, Math MAP, ELA Test, Math Test, Dominie, ELA CAI Software Test, Math CAI Software Test
First in Math subscription for 530 students grades k-5 – student assessment software to support mathematics instruction including home access for students.	1	Instructional Supplies	Instructional Materials and Supplies	\$ 3,825.00	Title I	100 - 410	Math MAP, Math Test, Math CAI Software Test
Summer ELA/Math Academic support activity books to prevent summer-loss for 250 students in grades k-5 identified by teacher recommendation, mid-year MAP, and/or 3rd qtr. student report card math/ELA score.	1	Instructional Supplies	Instructional Materials and Supplies	\$ 2,500.00	Title I	100 - 410	Reading MAP, Math MAP, ELA Test, Math Test, Classroom observations, Classroom observations

<p>All students will be eligible for incentives to increase participation in two-way communication with families, school attendance, PBIS, attendance at family literacy and parent involvement events, individual or group academic achievement measured by school, district, or state criteria, and completion and return of compacts, surveys, etc. Items may include supplies and materials to engage in learning activities, nominal incentives such as buttons and stickers, technological devices including tablets, books, pizza parties, and refreshments.</p>	1	Student Performance Incentives	<table border="1"> <tr> <td>Student Incentives</td> <td>\$ 1,500.00</td> <td>Title I</td> <td>100 - 410</td> </tr> </table>	Student Incentives	\$ 1,500.00	Title I	100 - 410	<p>Reading MAP,Math MAP,ELA Test,Math Test,Parent Survey,Parents Sign-in Sheet ,Classroom observations ,Student Attendance,Parents Sign-in Sheet ,Classroom observations ,PBIS Documentation</p>												
Student Incentives	\$ 1,500.00	Title I	100 - 410																	
<p>Employ (5.12) Teachers to reduce class size. (1) K teacher @ .71 FTE to reduce class size from 1:16.62 to 1:14; (1)1st Grade Teacher @ 1.0 FTE to reduce class size from 1:22.67 to 1:17; (1) 2nd Grade Teacher at .53 FTE to reduce class size from 1:29.96 to 1:24.7; (1) 3rd grade teacher @.75 FTE to reduce class size from 1:23.56 to 1:17.7; (1) 4th grade teacher @ .90 FTE to reduce class size from 1:30 to 1:21; (1)5th grade teacher @ 1.0 FTE and 1 5th grade @ .23 to reduce class size from 1:29.94to 1:17.7. Teachers: C Polk @ .71 FTE, T West @ 1.0 FTE, D Calloway @ .53, and L Rohde @ .75 FTE; J Preacher @ .90 FTE; M Saunders @ 1.0 FTE; and P Salley @ .23 - TOTAL 5.12.</p>	2	Classroom or Intervention Teachers	<table border="1"> <tr> <td>Salary</td> <td>\$209,001.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 70,206.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$209,001.00	Title I	100 - 100	Benefits	\$ 70,206.00	Title I	100 - 200	<p>Reading MAP,Math MAP,ELA Test,Math Test</p>								
Salary	\$209,001.00	Title I	100 - 100																	
Benefits	\$ 70,206.00	Title I	100 - 200																	
<p>A certified staff member to assist the administration in implementing and monitoring Title I activities and the Title I project.</p>	3	Professional Development/Stipends	<table border="1"> <tr> <td>Stipend</td> <td>\$ 1,500.00</td> <td>Title I</td> <td>223 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 329.00</td> <td>Title I</td> <td>223 - 200</td> </tr> </table>	Stipend	\$ 1,500.00	Title I	223 - 100	Benefits	\$ 329.00	Title I	223 - 200	<p>observation</p>								
Stipend	\$ 1,500.00	Title I	223 - 100																	
Benefits	\$ 329.00	Title I	223 - 200																	
<p>Implement Focused Learning, an instructional delivery method that utilizes essential questions and aligns instruction with standards, for grades K-5. Expenditures may include salaries for academic interventionists to work with small groups of students with academic deficiencies. The certified interventionist can provide pull out or push in activities as appropriate; the HQ parapro will provide push in academic assistance. Parapro works directly under the supervision of a HQ certified teacher.</p>	3	Intervention/Behavioral Personnel	<table border="1"> <tr> <td>Salary</td> <td>\$ 26,908.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 10,145.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Salary</td> <td>\$ 7,200.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 1,669.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 26,908.00	Title I	100 - 100	Benefits	\$ 10,145.00	Title I	100 - 200	Salary	\$ 7,200.00	Title I	100 - 100	Benefits	\$ 1,669.00	Title I	100 - 200	<p>ELA Test,Math Test,Science Test,Social Studies Test</p>
Salary	\$ 26,908.00	Title I	100 - 100																	
Benefits	\$ 10,145.00	Title I	100 - 200																	
Salary	\$ 7,200.00	Title I	100 - 100																	
Benefits	\$ 1,669.00	Title I	100 - 200																	

<p>Employ Part-Time Reading/Writing Interventionist/tutor 349 hrs, up-to 3 days per week, February 2, 2014 – May 23, 2014 (Salary and Benefits) (push-in model) to support students in grades 3-5, teach strategies for study and test-taking, and rigorous academic enrichment in preparation for end-of-year MAP and PASS testing. Non-certified person will be under direct supervision of a highly-qualified classroom teacher and/or highly qualified state-certified teacher-interventionist implementing district/school/teacher designed curricula.</p>	3	Intervention/Behavioral Personnel	<table border="1"> <tr> <td>Salary</td> <td>\$ 5,237.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 1,582.00</td> <td>Title I</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 5,237.00	Title I	100 - 100	Benefits	\$ 1,582.00	Title I	100 - 200	<p>Reading MAP, ELA Test, Classroom observations, Classroom observations, Classroom observations</p>
Salary	\$ 5,237.00	Title I	100 - 100									
Benefits	\$ 1,582.00	Title I	100 - 200									

**Priority (TA)**

<p>Employ (1) Teacher(s) @ .6 FTE to reduce class size to provide more individual and small group academic instruction for core subjects. Reduce student-teacher ratio from 1:27 to 1:21 in fifth grade self-contained.</p>	1	Classroom or Intervention Teachers	<table border="1"> <tr> <td>Salary</td> <td>\$ 0.00</td> <td>TA</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 0.00</td> <td>TA</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 0.00	TA	100 - 100	Benefits	\$ 0.00	TA	100 - 200	<p>Reading MAP, Math MAP</p>
Salary	\$ 0.00	TA	100 - 100									
Benefits	\$ 0.00	TA	100 - 200									

<p>Employ (1) Teacher(s) @ .34 FTE to reduce class size to provide more individual and small group academic instruction for grade 1 in the core subjects. Reduce student-teacher ratio from 1:21 to 1:16 in a self-contained first grade setting.</p>	1	Classroom or Intervention Teachers	<table border="1"> <tr> <td>Salary</td> <td>\$ 0.00</td> <td>TA</td> <td>100 - 100</td> </tr> <tr> <td>Benefits</td> <td>\$ 0.00</td> <td>TA</td> <td>100 - 200</td> </tr> </table>	Salary	\$ 0.00	TA	100 - 100	Benefits	\$ 0.00	TA	100 - 200	<p>Dominie</p>
Salary	\$ 0.00	TA	100 - 100									
Benefits	\$ 0.00	TA	100 - 200									

**Other Funding**

<p>School will provide customized calendar of events, parent involvement plan, and/or parent handbook. School will hold UPLIFT sessions for parents/families along with literacy and family nights to promote parent involvement in and understanding of academic content and family literacy. School will provide parent curricular materials including website, newsletters, flyers, booklets, brochures, pamphlets, DVDs, CDs, and books in the School and/or District Parent Center, Media Center, and/or directly to parents at various events. Various nominal incentives including books and refreshments to use with children to promote literacy, attendance, and participation will be provided to parents. Technological devices to use at home to improve student performance or parent ability will be made available for checkout to parents. Materials for parents and students to use to provide academic</p>	7		<table border="1"> <tr> <td>Parenting Supplies</td> <td>\$ 2,471.00</td> <td>Title I District funds</td> <td>-</td> </tr> </table>	Parenting Supplies	\$ 2,471.00	Title I District funds	-	
Parenting Supplies	\$ 2,471.00	Title I District funds	-					

support over the summer may also be provided.				
<b>Not Categorized</b>				
	4			
All teachers are highly qualified in core academic subjects.	4			
100% of staff members met or exceeded professional certification standards.	6			
HES will coordinate and collaborate with the district's preschool program staff.	8			
Administer MAP student assessment in ELA in grades 2 - 5 in the computer lab. The results will be used to address classroom instruction.	9			
Administer Dominic student assessment in k - 2 grades in the classroom. The results will be used to address classroom instruction.	9			
Provide after school tutoring for students who need additional academic support.	10			
HES will coordinate funding sources to support academic initiatives to improve student achievement.	11			

<b>TITLE I PAGE TOTAL:</b>	<b>355,000.00</b>
<b>TI SUPPORT (1003a):</b>	<b>0.00</b>
<b>PRIORITY (TA) PAGE TOTAL:</b>	<b>0.00</b>
<b>CONSOLIDATED FUNDS PAGE TOTAL:</b>	<b>0.00</b>
<b>PRIORITY (SIG-1003g) PAGE TOTAL:</b>	<b>0.00</b>
<b>FOCUS (1003a) PAGE TOTAL:</b>	<b>0.00</b>

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

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

<b>GENERAL SCHOOL DEMOGRAPHIC INFORMATION</b>			
Hendersonville Elem School, located in COLLETON School District, has an enrollment of 398.74 and serves students in grades PK to 5.			
<u>Identified Need</u>	<u>Data Upon Which the Identified Need Is Based</u>	<u>Use of Title I and Priority (TA) Funds to Address the Identified Need</u>	<u>Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities</u>
To reduce class size to provide additional individual and group instruction.	<ul style="list-style-type: none"> <li>Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>Dominic Reading and Writing Portfolio [grades K-8]</li> </ul>	<ul style="list-style-type: none"> <li>Employ (5.12) Teachers to reduce class size. (1) K teacher @ .71 FTE to reduce class size from 1:16.62 to 1:14; (1) 1st Grade Teacher @ 1.0 FTE to reduce class size from 1:22.67 to 1:17; (1) 2nd Grade Teacher at .53 FTE to reduce class size from 1:29.96 to 1:24.7; (1) 3rd grade teacher @.75 FTE to reduce class size from 1:23.56 to 1:17.7; (1) 4th grade teacher @ .90 FTE to reduce class size from 1:30 to 1:21; (1)5th grade teacher @ 1.0 FTE and 1 5th grade @ .23 to reduce class size from 1:29.94to 1:17.7. Teachers: C Polk @ .71 FTE, T West @ 1.0 FTE, D Calloway @ .53, and L Rohde @ .75 FTE; J Preacher @ .90 FTE; M Saunders @ 1.0 FTE; and P Salley @ .23 - TOTAL 5.12.</li> <li>Employ (1) Teacher(s) @ .6 FTE to reduce class size to provide more individual and small group academic instruction for core subjects. Reduce student-teacher ratio from 1:27 to 1:21 in fifth grade self-contained.</li> <li>Employ (1) Teacher(s) @ .34 FTE to reduce class size to provide more individual and small group academic instruction for grade 1 in the core subjects. Reduce student-teacher ratio from 1:21 to 1:16 in a self-contained first grade setting.</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>Administer NWEA's MAP student assessment in ELA and math in grades PK-2 in the (Classroom OR/AND classroom using the computer OR/AND computer lab). The results will be used to address classroom instruction. Expenditures may include assessment software and supplemental instructional supplies.</li> <li>A certified staff member to assist the administration in implementing and monitoring Title I activities and the Title I project.</li> <li>STAR/Renaissance/Accelerated Reader for 500 students grades 1-5 – student assessment software to support ELA/Reading instruction and RTi.</li> </ul>	

<p>To increase student achievement across core subject areas.</p>	<ul style="list-style-type: none"> <li>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Dominic Reading and Writing Portfolio [grades K-8 ]</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Focused Learning, an instructional delivery method that utilizes essential questions and aligns instruction with standards, for grades K-5. Expenditures may include salaries for academic interventionists to work with small groups of students with academic deficiencies. The certified interventionist can provide pull out or push in activities as appropriate; the HQ parapro will provide push in academic assistance. Parapro works directly under the supervision of a HQ certified teacher.</li> <li>• Leveled literary and informational text readers and books for grades k-5, Social Studies Classroom Magazines for grades 3-5, ELA/Math learning games and manipulatives for grades k-5, online reading activities including readinga-z.com subscription for kindergarten students and brainpop.com for grade 5.</li> <li>• Summer ELA/Math Academic support activity books to prevent summer-loss for 250 students in grades k-5 identified by teacher recommendation, mid-year MAP, and/or 3rd qtr. student report card math/ELA score.</li> <li>• All students will be eligible for incentives to increase participation in two-way communication with families, school attendance, PBIS, attendance at family literacy and parent involvement events, individual or group academic achievement measured by school, district, or state criteria, and completion and return of compacts, surveys, etc. Items may include supplies and materials to engage in learning activities, nominal incentives such as buttons and stickers, technological devices including tablets, books, pizza parties, and refreshments.</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><b>Tutoring</b> Hock, Michael F.; Kim A. Pulvers, Donald Deshler, and Jean B. Schumaker. 2001. "The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD." Remedial and Special Education 22 (May/June), no. 3:172-86. (Annotated citation can be found in ERIC, EJ 627968.)</p>
<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> <li>• Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>• School will provide customized calendar of events, parent involvement plan, and/or parent handbook. School will hold UPLIFT sessions for parents/families along with literacy and family nights to promote parent involvement in and understanding of academic content and family literacy. School will provide parent curricular materials including website, newsletters, flyers, booklets, brochures, pamphlets, DVDs, CDs, and books in the School and/or District Parent Center, Media Center, and/or directly to parents at various events. Various nominal incentives including books and refreshments to use with children to promote literacy, attendance, and participation will be provided to parents. Technological devices to use at home to improve student performance or parent ability will be made available for checkout to parents. Materials for parents and students to use to provide academic support over the summer may also be provided.</li> </ul>	<p><b>Parent Coordinator</b> Pena, Delores C. 2000. "Parent Involvement: Influencing Factors and Implications." The Journal of Educational Research 94 (September/October) no. 1:42. (Annotated citation can be found in ERIC, EJ 615791.)</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>• Reading Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Math Measure of Academic Progress (MAP) [grades K-10]</li> <li>• Dominic Reading and Writing Portfolio [grades K-8 ]</li> </ul>	<ul style="list-style-type: none"> <li>• First in Math subscription for 530 students grades k-5 – student assessment software to support mathematics instruction including home access for students.</li> </ul>	<p><b>CAI</b> 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</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 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>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>● <b>Employ Part-Time Reading/Writing Interventionist/tutor 349 hrs, up-to 3 days per week, February 2, 2014 – May 23, 2014 (Salary and Benefits) (push-in model) to support students in grades 3-5, teach strategies for study and test-taking, and rigorous academic enrichment in preparation for end-of-year MAP and PASS testing. Non-certified person will be under direct supervision of a highly-qualified classroom teacher and/or highly qualified state-certified teacher-interventionist implementing district/school/teacher designed curricula.</b></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><b>Everyday Math</b>  Carroll, William M., and Andrew Isaacs. 2003. "Achievement of Students using the University of Chicago School Mathematics Project's Everyday Mathematics." In Standards-Based School Mathematics Curriculum: Where are They? What do Students Learn? Edited by S.L. Send and D. R. Thompson, 79-108. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p> <p><b>Reading</b>  National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754.</p>
---	---	---	--

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

N/A

**Priority (TA) Plan Assurances**

**School:** Hendersonville Elem

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

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

## Schoolwide Program Assurances

**School:** Hendersonville Elem

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 type="radio"/>	<input checked="" 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. 14BA024  
 County No. 15  
 District No. 01  
 Federal 2  
 Sub Program 01

District COLLETON (1501)  
 School Name Hendersonville Elem  
 Period Begins July 1, 2013  
 Period Ends June 30, 2014

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
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.** 14BA024  
**County No.** 15  
**District No.** 01  
**Federal** 2  
**Sub Program** 01

**District** COLLETON (1501)  
**School Name** Hendersonville Elem  
**Period Begins** July 1, 2013  
**Period Ends** June 30, 2014

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)	
<b>Instruction</b>	<b>100</b>	\$248,346.00	\$83,602.00	\$ 0.00	\$21,223.00	\$ 0.00	\$ 0.00		<b>\$353,171.00</b>
<b>Parenting/Family Literacy</b>	<b>188</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Pupil Services</b>	<b>210</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Inst. Staff</b>	<b>220</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Supervision of Spec. Prog.</b>	<b>223</b>	\$1,500.00	\$ 329.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$1,829.00</b>
<b>Pupil Trans Fed</b>	<b>251</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>School Building</b>	<b>253</b>					\$ 0.00			<b>\$ 0.00</b>
<b>Oper. &amp; Main.</b>	<b>254</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Food Services</b>	<b>256</b>				\$ 0.00				<b>\$ 0.00</b>
<b>Security</b>	<b>258</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Technology and Data Processing</b>	<b>266</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Pupil Service Activity</b>	<b>271</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Com. Services</b>	<b>300</b>	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		<b>\$ 0.00</b>
<b>Charter Schools</b>	<b>416</b>							\$ 0.00	<b>\$ 0.00</b>
<b>Transfers</b>	<b>430</b>							\$ 0.00	<b>\$ 0.00</b>
<b>Totals</b>		<b>\$249,846.00</b>	<b>\$83,931.00</b>	<b>\$ 0.00</b>	<b>\$21,223.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$355,000.00</b>

**Consolidated Funds Program Budget**

Project No. 14BA024  
 County No. 15  
 District No. 01  
 Federal 2  
 Sub Program 01

District COLLETON (1501)  
 School Name Hendersonville Elem  
 Period Begins July 1, 2013  
 Period Ends June 30, 2014

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
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>