

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

School: Rhame El
Percent Poverty: 72.90%

District: RICHLAND 01
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>
Ashlye Melton	Jinga Patel	Parents
Vallorie Robinson	Sharon King	Community Members
Mary Jo Lounsberry	Betty Brown	Teachers
Monica Owens Carter	Carlos Williams, Assistant Administrator	Principal
Robert Candillo	Dr. Debra Knight	Local Agency Administrator (Include other Federal Programs)
Gwenetta Chisolm-Davis	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Latorsha Murray		Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Tabitha Boyd-Collins, Curriculum Resource Teacher	Sandra Bright-Haynes, Reading Coach	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Shakeena Clark, K-2 Teacher	Renee Wicker, 3-5 Teacher	Teachers
Andrea Lance		Technology Coach

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.

Individual student academic assessment results (prepared by the SDE) are disseminated to parents via the annual fall district parent-teacher conference day, a mail-out from school and/or placed in report cards jackets. Individual student score reports are presented in a parent-friendly format that includes scores, rankings, graphs and explanations of results. During the Annual Title One meeting the principal will disseminate current data results using charts, graphs and handouts.

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

District: RICHLAND 01
School: Rhame El

Application: Title I Regular - 2018

Activity Include Staff Development (Provide a brief one-sentence description for each activity.)	Reform Strategy	Funding Category (Only for Priority (TA) funded activities)	Use of Funds (Only for Title I, Consolidated, and Priority (TA) funded activities)	Activity Cost (Only for Title I, Consolidated, and Priority (TA) funded activities)	Funding Source	Budget Code	Evaluation/ Evidence to Determine Successful Implementation								
Title I															
1.1 Provide standards and skills based software that will enhance the core curriculum and provide teachers with additional texts to address the individual needs of students. Expenditures will include the purchase of adaptive learning software to support reading skills such as fluency, comprehension, and phonemic awareness for students in grades K-3rd at a cost of \$2,384 or \$11 per child. (Student Enrollment: K-66, 1st -77, 2nd – 70, 3rd – 73); standards based skill practice software for all core content areas (ELA, math, science and social studies) such as Study Island for students in grades 2nd – 5th at a total cost of \$6,113 or \$29 per child (Student Enrollment: 2nd -70, 3rd – 73, 4th -74, 5th -57); adaptive learning software for math, reading, and language arts for all students in grades K-5th to identify individual strengths and weaknesses and offer targeted instruction with individual student goals such as Exact Path at a total cost of \$4,000 or \$10 per child. (417 licenses) and leveled classroom libraries for all classrooms kindergarten through 5th grade (classroom counts: K-3,1st-4, 2nd-4, 3rd-4,4th-3, 5th-3).	1		<table border="1"> <tr> <td>Software Site Licenses</td> <td>\$ 14,500.00</td> <td>Title I</td> <td>100 - 300</td> </tr> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 14,520.00</td> <td>Title I</td> <td>100 - 400</td> </tr> </table>	Software Site Licenses	\$ 14,500.00	Title I	100 - 300	Instructional Materials and Supplies	\$ 14,520.00	Title I	100 - 400				STAR Reading and Math
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<p>5.2 Provide on-site and off-site professional development sessions for teachers, staff, parents and community volunteers on topics such as integrating technology in to the curriculum, assessments, mindfulness training (Breathe, Move, Rest), classroom management, addressing the needs of children of poverty, AVID and core academics (Literacy, Math Writing, etc.). Expenditures may include refreshments, professional books and materials such as those specializing in intervention and small group instruction, consultant fees, facility rental fees and substitute salary and benefits.</p>	5		<table border="1"> <tr> <td>Contracted Services/Purchased Services</td> <td>\$ 14,973.00</td> <td>Title I</td> <td>220 - 300</td> </tr> <tr> <td>Staff Development Supplies</td> <td>\$ 1,500.00</td> <td>Title I</td> <td>220 - 400</td> </tr> <tr> <td>Substitute Salary</td> <td>\$ 1,500.00</td> <td>Title I</td> <td>100 - 100</td> </tr> <tr> <td>Substitute Benefits</td> <td>\$ 401.00</td> <td>Title I</td> <td>100 - 200</td> </tr> <tr> <td>Refreshments</td> <td>\$ 860.00</td> <td>Title I</td> <td>220 - 400</td> </tr> </table>	Contracted Services/Purchased Services	\$ 14,973.00	Title I	220 - 300	Staff Development Supplies	\$ 1,500.00	Title I	220 - 400	Substitute Salary	\$ 1,500.00	Title I	100 - 100	Substitute Benefits	\$ 401.00	Title I	100 - 200	Refreshments	\$ 860.00	Title I	220 - 400	<p>Classroom observations Classroom observations Classroom observations Classroom observations Classroom observations Classroom observations</p>
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<p>7.1 Host monthly parenting sessions and literacy events. Topics will include core academic standards, assessments, technology, at home learning and other topics based on parent interest survey results. Expenses but not to literature, at home learning supplies and materials, refreshments.</p>	7		<table border="1"> <tr> <td>Printing</td> <td>\$ 500.00</td> <td>Title I</td> <td>188 - 300</td> </tr> <tr> <td>Parenting Supplies</td> <td>\$ 3,000.00</td> <td>Title I</td> <td>188 - 400</td> </tr> <tr> <td>Refreshments</td> <td>\$ 4,000.00</td> <td>Title I</td> <td>188 - 400</td> </tr> </table>	Printing	\$ 500.00	Title I	188 - 300	Parenting Supplies	\$ 3,000.00	Title I	188 - 400	Refreshments	\$ 4,000.00	Title I	188 - 400	<p>Parent Survey,Parents Sign-in Sheet ,State Parent Survey of Home,Parents Sign-in Sheet</p>								
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<p>7.2 Create a school parent resource room and information station in the school lobby to advertise pertinent information about school events and parenting needs. Expenditures may include an interactive electronic display, pamphlet stands, parenting pamphlets, printing, furniture, and rugs.</p>	7		<table border="1"> <tr> <td>Equipment</td> <td>\$ 3,500.00</td> <td>Title I</td> <td>188 - 500</td> </tr> <tr> <td>Parenting Supplies</td> <td>\$ 1,000.00</td> <td>Title I</td> <td>188 - 400</td> </tr> </table>	Equipment	\$ 3,500.00	Title I	188 - 500	Parenting Supplies	\$ 1,000.00	Title I	188 - 400	<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>												
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<p>8.1 Host a Community Transition Day to invite daycare and child care students to the Pre-Kindergarten and Kindergarten program. Parents, Daycare and child care staff members will participate in professional development sessions to assist with preparing students for the school setting. Expenses include but not limited to literature about the school, at home learning resources, books etc.</p>	8		<table border="1"> <tr> <td>Instructional Materials and Supplies</td> <td>\$ 250.00</td> <td>Title I</td> <td>188 - 400</td> </tr> </table>	Instructional Materials and Supplies	\$ 250.00	Title I	188 - 400	<p>Visitor Sign-in, Participant surveys</p>																
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9.1 Provide opportunities for extended PLC and planning time for teachers to collaborate, analyze data, unwrap standards, plan for academic interventions, and create common formative assessments. Expenditures may include substitute teachers, stipends for planning time outside of regular contracted time, supplies and materials.	9		Instructional Materials and Supplies	\$ 1,250.00	Title I	220 - 400	STAR Reading and Math
10.1 Provide student incentives to encourage at-risk students to meet academic and behavioral goals and to positively reinforce excellent attendance. Expenses may include but not limited to pencils, stickers, books, academic tools, etc.	10		Student Incentives	\$ 2,043.00	Title I	100 - 400	Classroom observations ,Student Attendance,Classroom observations
10.2 Apply innovative teaching methods through the implementation of AVID. Implementation will begin with fifth grade students. Expenditures will consist of instructional materials and membership fees.	10		Contracted Services/Purchased Services	\$ 2,799.00	Title I	100 - 600	Universal Screeners
			Instructional Materials and Supplies	\$ 800.00	Title I	100 - 400	

Other Funding

4.2 Provide opportunities for teachers to observe master teachers in the classroom.	4		Substitute Salary	\$ 2,000.00	District	-	
			Substitute Benefits	\$ 700.00	District	-	
6.2 The school recruitment committee will participate in the Richland County School District One Career Fair in an effort to recruit highly effective teachers.	6		Printing	\$ 0.00	Local	-	
9.2 Facilitate quarterly RTI meetings to determine ongoing students' needs based on universal screening and progress monitoring.	9		Staff Development Supplies	\$ 2,000.00	Local	-	
11.1 Provide additionally literacy services to students through district, community and organizational programs. system across the school to help students use mindfulness to self-regulate their behaviors.	11		Contracted Services/Purchased Services	\$ 60,000.00	Local churches	-	
11.2 Implement Breathe, Move, Rest behavioral system across the school to help students use mindfulness to self-regulate their behaviors.	11		Instructional Materials and Supplies	\$ 0.00	District	-	

TITLE I PAGE TOTAL:	213,720.00
TI SUPPORT (1003a):	0.00
PRIORITY (TA) PAGE TOTAL:	0.00
CONSOLIDATED FUNDS PAGE TOTAL:	0.00
PRIORITY (SIG-1003g) PAGE TOTAL:	0.00

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			
Rhame El School, located in RICHLAND 01 School District, has an enrollment of 428.00 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>
		<ul style="list-style-type: none"> 1.2 Provide academic field studies to enhance the core curriculum. Experiences will include locations that have an educational component and address core curriculum. Expenditures will include, but not be limited to, transportation and admission. Field studies may include vendors such as, but not limited to, Roper Mountain (4th graders), Koger Center for dramatic performance (1st graders), and Challenger Learning Center (5th graders, 4th grade, 2nd graders). All field studies are one-day experiences accompanied by pre- and post-trip activities in the classroom. All field studies will focus on the integration of STEAM. 2.1 Provide additional academic assistance for at-risk students by implementing after school tutoring and summer enrichment programs. Expenditures will include instructional materials such as leveled libraries for classrooms (\$2,000 in leveled books for K-5th), salary, benefits, transportation from school to home, admission for field experiences, and transportation to field experiences. Field experiences will be educational in nature and include such places as, but not be limited to, Fox Farm and City Roots (for second grade students enrolled in the afterschool tutoring) and Edventure, State Museum, Columbia Museum, Challenger Learning Center, and City Roots (for students attending the K-5th grade summer school program). Each field experience will be a one-time event with pre- and post-trip classroom activities. 1.1 Provide standards and skills based software that will enhance the core curriculum and provide teachers with additional texts to address the individual needs of students. Expenditures will include the purchase of adaptive learning software to support reading skills such as fluency, comprehension, and phonemic awareness for students in grades K-3rd at a cost of \$2,384 or \$11 per child. (Student Enrollment: K-66, 1st -77, 2nd - 70, 3rd - 73); standards based skill practice software for all core content areas (ELA, math, science and social studies) such as Study Island for students in grades 2nd - 5th at a total cost of \$6,113 or \$29 per child (Student Enrollment: 2nd -70, 3rd - 73, 4th -74, 5th -57); adaptive learning software for math, reading, and language arts for all students in grades K-5th to identify individual strengths and weaknesses and offer targeted instruction with individual student goals such as Exact Path at a total cost of \$4,000 or \$10 per child. (417 licenses) and leveled classroom libraries for all classrooms kindergarten 	<p>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.)</p> <p>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, July. ERIC, ED 412965.</p> <p>Extended Day Seever, Margaret. 1991. The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. Kansas City School District. ERIC, ED 349089.</p> <p>Tutoring 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</p>

<p>To increase student achievement in English language arts.</p>	<ul style="list-style-type: none"> • School literacy rate • ELA Benchmark Test [grades 1-8] • Student Report Card Grades • Developmental Reading Assessment (DRA) [grades K-8] • STAR Reading BAS 	<p>through 5th grade (classroom counts: K-3,1st-4, 2nd-4, 3rd-4,4th-3, 5th-3).</p> <ul style="list-style-type: none"> • 2.2 Increase student learning resources and provide school-wide academic interventions for tier 2 and tier 3 students. Students' individual deficits will be addressed using a variety of resources. Expenditures will include during-the-day tutors, instructional materials, leveled classroom libraries, math resources, social studies and science, etc. • 3.1 Sponsor mentoring and STEAM focused clubs to provide opportunities to enrich core curriculum leaning and address socio-emotional needs for students in grades Pre-K – 5th. 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AVID incorporates organization strategies and higher order thinking strategies into the curriculum which should increase student achievement across all core content areas. • 6.1 Create a comprehensive incentive plan to recruit and retain highly effective teachers. Incentives will include stipends for quarterly attendance and instructional supplies for the classrooms as staff incentive (i.e. charts, pens, paper, notebooks, etc). • 5.2 Provide on-site and off-site professional development sessions for teachers, staff, parents and community volunteers on topics such as integrating technology in to the curriculum, assessments, mindfulness training (Breathe, Move, Rest), classroom management, addressing the needs of children of poverty, AVID and core academics (Literacy, Math Writing, etc.). Expenditures may include refreshments, professional books and materials such as those specializing in intervention and small group instruction, consultant fees, facility rental fees and substitute salary and benefits. • 9.1 Provide opportunities for extended PLC and planning time for teachers to collaborate, analyze data, unwrap standards, plan for academic interventions, and create common formative assessments. Expenditures may include substitute teachers, stipends for planning time outside of regular contracted time, supplies and materials. • 10.2 Apply innovative teaching methods through the implementation of AVID. Implementation will begin with fifth grade students. Expenditures will consist of instructional materials and membership fees. 	<p>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>Student Incentives</p> <p>Miller, Andy, Eamonn Ferguson, and Rachel Simpson. 1998. “The Perceived Effectiveness of Rewards and Sanctions in Primary.” Educational Psychology: An International Journal of Experimental Educational Psychology 18 (March), no. 1:55-64.</p> <p>Technology</p> <p>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>Literacy Groups</p> <p>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>Reading</p> <p>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>Professional Development</p> <p>Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. “What Makes Professional Development Effective? Results from a National Sample of Teachers.” American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.)</p>
<p>To provide additional students support services to students.</p>	<ul style="list-style-type: none"> • Trend Data for Office Behavior Referrals • School Profile data with trends • Parent Attendance to Parent Involvement Activities 	<ul style="list-style-type: none"> • 8.1 Host a Community Transition Day to invite daycare and child care students to the Pre-Kindergarten and Kindergarten program. Parents, Daycare and child care staff members will participate in professional development sessions to assist with preparing students for the school setting. Expenses include but not limited to literature about the school, at home learning resources, books etc. 	<p>4K program</p> <p>Gormley, William T., Jr., and Deborah Phillips. 2003. The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications. New York: Foundation for Child Development. http://www.ffcd.org. (Annotated citation and document can be found in ERIC, ED 482858.)</p> <p>Parental Involvement</p> <p>Epstein, A. 2000. “School Characteristics and Parent</p>

	<ul style="list-style-type: none"> • Trend Data for Student Attendance 	<ul style="list-style-type: none"> • 10.1 Provide student incentives to encourage at-risk students to meet academic and behavioral goals and to positively reinforce excellent attendance. Expenses may include but not limited to pencils, stickers, books, academic tools, etc. 	<p>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>Character Education Cafo, Zuhai and Demet Somuncuo. 2000. Global Values in Education and Character Education. ERIC, ED449449.</p>
To recruit and retain highly qualified teachers.	<ul style="list-style-type: none"> • Teacher Survey • State Parent Survey of Home-School Communication 		<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>OTHER Watt, K.M., Mills, S.J., & Huerta, J. (In Press.). Identifying attributes of teacher leaders within the AVID program: A survey of school principals. Journal of School Leadership; Watt, K.M., Huerta, J., & Mills, S.J. (2010). Advancement Via Individual Determination (AVID) professional development as a predictor of teacher leadership in the United States. Professional Development in Education, 36: (1), 1-16.</p>
To increase parental involvement in the school and their child's education.	<ul style="list-style-type: none"> • Parent Survey • Parent Attendance to Parent Involvement Activities • Parents Attending Training Based on Sign-in Sheets 	<ul style="list-style-type: none"> • 7.1 Host monthly parenting sessions and literacy events. Topics will include core academic standards, assessments, technology, at home learning and other topics based on parent interest survey results. Expenses but not to literature, at home learning supplies and materials, refreshments. • 7.2 Create a school parent resource room and information station in the school lobby to advertise pertinent information about school events and parenting needs. Expenditures may include an interactive electronic display, pamphlet stands, parenting pamphlets, printing, furniture, and rugs. 	<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>
To increase student achievement in mathematics	<ul style="list-style-type: none"> • Math Benchmark Test [grades 1-8] • STAR Math Results • SC READY Math Results 	<ul style="list-style-type: none"> • 4.1 Employ 1 (0.5 FTE) Math Instructional Coach to provide numeracy interventions for students and teachers with on-going instructional coaching focused on Math core curriculum and research best practices to increase teacher effectiveness and technology integration proficiency levels. 	<p>Instructional Coach Sparks, Georgea. 1986. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23, no. 2:217-225.</p> <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.</p>

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

N/A

Priority (TA) Plan Assurances

School: Rhame 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 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: Rhame 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"/>
		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. 18BA075
 County No. 40
 District No. 01
 Federal 2
 Sub Program 01

District RICHLAND 01 (4001)
 School Name Rhame El
 Period Begins July 1, 2017
 Period Ends June 30, 2018

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

Schoolwide Program Budget

Project No. 18BA075
County No. 40
District No. 01
Federal 2
Sub Program 01

District RICHLAND 01 (4001)
School Name Rhame El
Period Begins July 1, 2017
Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$71,459.00	\$19,886.00	\$21,000.00	\$26,847.00	\$ 0.00	\$2,799.00		\$141,991.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 500.00	\$8,250.00	\$3,500.00	\$ 0.00		\$12,250.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$8,500.00	\$2,271.00	\$33,697.00	\$3,610.00	\$ 0.00	\$ 0.00		\$48,078.00
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	\$5,000.00	\$ 0.00	\$ 0.00	\$ 0.00		\$5,000.00
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	\$6,401.00	\$ 0.00	\$ 0.00	\$ 0.00		\$6,401.00
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		\$79,959.00	\$22,157.00	\$66,598.00	\$38,707.00	\$3,500.00	\$2,799.00	\$ 0.00	\$213,720.00

Consolidated Funds Program Budget

Project No. 18BA075
 County No. 40
 District No. 01
 Federal 2
 Sub Program 01

District RICHLAND 01 (4001)
 School Name Rhame El
 Period Begins July 1, 2017
 Period Ends June 30, 2018

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