



**Public Schools of North Carolina**  
State Board of Education  
Department of Public Instruction

**Organizational Goals, Strategies, and Funding Sources**

**DIRECTIONS:** Based on the data identified in the LEA Comprehensive Needs Assessment, list the goals (and supporting strategies) for the LEA. Indicate which federal funding sources will be used to support each goal. All goals listed must be measurable.

To add additional goals, copy entire section and paste at end of document (keep source formatting).

|                           |                                |
|---------------------------|--------------------------------|
| <b>ORGANIZATION NAME:</b> | <b>McDowell County Schools</b> |
| <b>ORGANIZATION CODE:</b> | <b>590</b>                     |
| <b>SCHOOL YEAR:</b>       | <b>2023 - 2024</b>             |

**GOAL:** McDowell County Schools will have effective systems that support leadership recruitment, talent development, and support for existing leaders. By June 30, 2024, MCS will provide professional development on curriculum and instruction district-wide to increase academic achievement in core academic areas in response to the needs identified in student data and anecdotal observation data. As described above, professional development will result in an index score improvement of at least 0.5 for each teacher in each subject as measured in EVAAS.\_

Federal funding sources used to support goal:

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Title I-A (PRC 050) | <input type="checkbox"/> Title III (PRC 111)           |
| <input type="checkbox"/> Title I-C (PRC 051)            | <input checked="" type="checkbox"/> Title IV (PRC 108) |
| <input checked="" type="checkbox"/> Title II (PRC 103)  | <input type="checkbox"/> RLIS/SRSA                     |
| <input type="checkbox"/> Title III (PRC 104)            |  |

Use bullet points to list strategies that will be used to meet this goal:

- K-5 Professional Development on curriculum and instruction district-wide to increase academic achievement in core academic areas (Wonders, OG, Open Way Math, Heggerty, StudySync, Parent and Family Engagement, SEL, and Resiliency).
- K-5 Professional Development will be provided for core academic areas to support student needs for learning, as well as safe and healthy schools (Classroom Teachers, Behavior Interventionists, McKinney-Vento, Social Workers, and School Counselors).
- Teacher Leaders will continue participating in a micro-credentialing online opportunity.
- Conference Attendance (EC, Elem. Ed, Math, Literacy, Parent & Family Engagement, Science, etc.).
- Substitutes, Resources, and Materials as needed.
- Provide additional support for identified subgroups.

**GOAL:** Each McDowell County Schools student graduates READY for their college or career future. By June 30, 2024, MCS will use additional resources, including certified staff/instructional assistants/tutors, to support PreK - 5 classroom students. The successful implementation of these programs will increase district averages on EOGs in reading and math by 2% per grade level.\_

Federal funding sources used to support goal:

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Title I-A (PRC 050) | <input type="checkbox"/> Title III (PRC 111) |
|---|--|



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|--|--|
| <input type="checkbox"/> Title I-C (PRC 051)   | <input type="checkbox"/> Title IV (PRC 108)            |
| <input type="checkbox"/> Title II (PRC 103)  | <input type="checkbox"/> RLIS/SRSA                     |
| <input type="checkbox"/> Title III (PRC 104)   |  |
| Use bullet points to list strategies that will be used to meet this goal:  |  |
| <ul style="list-style-type: none"> <li>Reduce class sizes.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Fully train all certified and noncertified staff in LETRS, Orton Gillingham, Heggerty, and Wonders.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Provide ongoing support and PD for 3-5 math teachers (math adoption is scheduled for SY 24/24).</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Purchase resources and supplies to support K-5 core academic areas</li> </ul>   |  |
| <p><b>GOAL:</b> McDowell County Schools will leverage internal and external partnerships to optimize student outcomes. By June 30, 2024, MCS will increase student support services and training for all stakeholders to address students' current and potential academic and social/emotional deficits as identified by data.</p> <p>McDowell County Schools is committed to restructuring the current Day Treatment in-patient model provided by an outside provider. As a system, during the 2020 - 2021 academic year, we created a new model called REACH (Relationships Engaging All Children and Homes). This new program will continue to focus intensely on academics with mental health support. This will increase students' daily academic time by 40% as measured by their IEP, 504, or Personal Behavior Plan.</p> |  |
| Federal funding sources used to support goal:  |  |
| <input checked="" type="checkbox"/> Title I-A (PRC 050)  | <input type="checkbox"/> Title III (PRC 111)           |
| <input type="checkbox"/> Title I-C (PRC 051)   | <input checked="" type="checkbox"/> Title IV (PRC 108) |
| <input checked="" type="checkbox"/> Title II (PRC 103)   | <input checked="" type="checkbox"/> RLIS/SRSA          |
| <input type="checkbox"/> Title III (PRC 104)   |  |
| Use bullet points to list strategies that will be used to meet this goal:  |  |
| <ul style="list-style-type: none"> <li>Increase student support services and training for classroom teachers to address current and potential academic and social/emotional deficits as well as trauma-informed instruction.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>MCS will create a plan to engage parents at the district and school levels.               <ul style="list-style-type: none"> <li>*School-level Parent and Family Engagement Activities</li> <li>*District-level Parent and Family Engagement Night</li> <li>*Kindergarten Registration</li> <li>** "Moving Up" activities for parents and students to support grade-level transitions</li> </ul> </li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Decrease class size at EMMS and add REACH staff to support mental health needs of students.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Increase the number of behavior interventionists currently serving to meet student needs.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Train behavior interventionists and additional school staff in "Youth Mental Health First Aid" as well as additional training in dealing with difficult behaviors.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Provide professional development on supporting self-regulation/self-management in the classroom.</li> </ul>   |  |



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- Purchase additional self-regulation tools for students.
- Purchase SEL curriculum for use in the K-12 setting.

**GOAL:** By June 30, 2024, McKinney Vento (M-V) homeless programs will:

- Gain the school district's and community's support to meet the educational requirements without barriers
- Coordinate school and community resources to assure the success of homeless students in school, so they can graduate ready to compete in today's global society
- Caseworkers will maintain up-to-date lists of students and document services provided to them and their families. The economically disadvantaged subgroup will move 1% closer to all student groups in the grades 3 – 8 EOG. SEach school year, the MV graduation rate will increase by 2%.

Federal funding sources used to support goal:

|   |   |
|---|---|
| <input checked="" type="checkbox"/> Title I-A (PRC 050) | <input type="checkbox"/> Title III (PRC 111)                      |
| <input type="checkbox"/> Title I-C (PRC 051)            | <input type="checkbox"/> Title IV (PRC 108)                       |
| <input type="checkbox"/> Title II (PRC 103)             | <input type="checkbox"/> RLIS/SRSA                                |
| <input type="checkbox"/> Title III (PRC 104)            | <input checked="" type="checkbox"/> McKinney Vento Homeless Funds |

Use bullet points to list strategies that will be used to meet this goal:

- **Community Support:** The homeless liaison and caseworkers will ensure coordination between agencies and schools to provide food, clothing, and personal hygiene supplies and collaboration with DSS, mental health, and other local agencies in providing additional resources. The homeless liaison and a designated caseworker will keep necessary school supplies at the shelters so that M-V students can complete assignments necessary for school. The homeless liaison and caseworkers will communicate with teachers to ensure M-V students from preschool through high school have access to the same educational experiences as other students (i.e., field trips and other educational opportunities) when feasible. The homeless liaison and preschool caseworker will conduct professional development on the needs and requirements for selection under the M-V Act for all teachers. MV staff will host monthly parent workshops on parents' rights, how to help your child, mental health, etc.
- **Graduate Ready to Compete:** A graduation coach will ensure the success of high school students by providing weekly check-ins, ongoing dialogue with faculty, etc. The M-V Homeless Program will assist in defraying transportation costs for students to remain in their schools of origin. A graduation coach will connect students to resources that can aid in career and college advisement to keep M-V students in school and assist in preparation for post-secondary education. Special attention will be given to unaccompanied youth to ensure they remain on track for graduation and meet deadlines and requirements for college entrance. (i.e., FAFSA applications, housing agreements, etc.)
- **M-V Family Stability:** The Homeless Liaison, through collaboration with the transportation director, will facilitate transportation to keep students in their school of origin if it is in the student's best interest. The Homeless Liaison will serve as a member of the child collaborative. The collaborative has mental



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health, medical, DSS, school counselors, and other local agency representatives. The liaison will present annually on the definition and needs of homeless students. Updates on the homeless program will be provided periodically. The liaison will be able to gain knowledge on agencies to assist M-V families in obtaining a stable home environment. Parents and Guardians of preschool and elementary M-V eligible students will have the opportunity to participate in Circle of Parents (COP): a program to assist parents with the resources and knowledge on parenting and advocating for their children. Prevent Child Abuse America and the National Family Support Roundtable developed the network standards to guide these groups. COP is funded through other grant sources but is open to M-V families. Caseworkers will inform M-V parents of this opportunity and encourage them to participate. McDowell County Schools partners with Mission Health to provide telemedicine in the school system. This allows the school nurse to teleconference with medical personnel to diagnose illnesses in students. Prescriptions could be submitted and ready for parents to pick up at the pharmacy. This program assists in preventing absences as well as transportation barriers to the doctor. M-V caseworkers collaborate with the school nurses to assure that M-V students receive this service as needed. MV staff will also provide mental health services to those in need without any other option for service.

**GOAL:** By May 31, 2024, McDowell County's teacher leaders will present at a professional development conference as well as attend an applicable conference, , resulting in a deeper knowledge of best practices to support targeted subgroups as demonstrated through lesson plans and classroom observations, resulting in improved academic outcomes for these students.

Federal funding sources used to support goal:

|  |  |
|--|--|
| <input type="checkbox"/> Title I-A (PRC 050)           | <input type="checkbox"/> Title III (PRC 111) |
| <input type="checkbox"/> Title I-C (PRC 051)           | <input type="checkbox"/> Title IV (PRC 108)  |
| <input checked="" type="checkbox"/> Title II (PRC 103) | <input type="checkbox"/> RLIS/SRSA           |
| <input type="checkbox"/> Title III (PRC 104)           |  |

Use bullet points to list strategies that will be used to meet this goal:

- Teacher Leaders will continue to participate and present and professional development opportunities.
- Funds will be used to fund opportunities for professional development
- Funds will be used to provide Extra Duty/Extra Pay for Teacher Leaders.
- Substitute, Resources and Materials as needed.

**GOAL:** By May 31, 2024, EL teacher assistants will provide additional support to EL students in content areas. They will work with content area teachers to support instruction by providing small group support for the EL students. EL students will achieve at least 1.5% growth in subjects as measured by the ACCESS assessment.

Federal funding sources used to support goal:

|  |   |
|--|---|
| <input type="checkbox"/> Title I-A (PRC 050) | <input checked="" type="checkbox"/> Title III (PRC 111) |
| <input type="checkbox"/> Title I-C (PRC 051) | <input type="checkbox"/> Title IV (PRC 108)             |



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|--|------------------------------------|
| <input type="checkbox"/> Title II (PRC 103)  | <input type="checkbox"/> RLIS/SRSA |
| <input checked="" type="checkbox"/> Title III (PRC 104)  |                                    |
| Use bullet points to list strategies that will be used to meet this goal:  |                                    |
| <ul style="list-style-type: none"><li>• ESL TA will work with ESL students in their content area classes. This will allow them to have assistance with the academic language and experience more success in their content classes.</li></ul> |                                    |
| <ul style="list-style-type: none"><li>• Resources, Materials, and Supplies as needed</li></ul>   |                                    |