



Office of Federal Programs/Title I  
**SCHOOLWIDE BUDGET SUBMISSION PACKAGE**

School: Myrtle Beach Middle

District: Horry

Percent Poverty: 64.85%

School Term: 2018-2019

Completed By: Janice Christy

**Title I Schoolwide Planning Team**

List the names of individuals that meet the title requirement listed. You must include parents, community members, teachers, principals, local agency administrator(s), pupil services personnel, technical assistance providers, other school staff, and if the plan relates to a secondary school, students. Act 135 planning team members may be used to meet this requirement.

Name #1	Name #2	Title
Moriah Brown	Diana Greene	Parents (2 are required)
Jim Creel	Anna Gray Pruett	Community Members (2 are required)
Emily Gray	Cassie Bonnell	Teachers (2 are required)
Janice Christy		Principal
Judy Stall Hunger	Margaret Sordian	Local Agency Administrator (include other Federal Programs)
Greta Pratt		Pupil Services Personnel (school psychologist, guidance counselor, social worker – one of three is required)
April Scott		Priority (TA) Providers – (Executive Director (required), Math & Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Millie Deegan	Elisabeth Favorite	Other School Staff
		Students ( <b>Only</b> if High School) - Required

\*\*Note: Please ensure you have shared your plan with your Executive Director.

### **Dissemination of Results**

Describe how the school will provide individual student academic 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.

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MBM will provide information to families concerning the academic progress of students as follows:

1. Is my child performing at grade level?
  - a. MBMS will distribute SC Ready, SC Pass, SC ALT, and EOC scores.
  - b. MBMS will provide a written explanation to assist parents in interpreting each of the state assessments, along with a clear, precise statement indicating if a child is performing on, above, or below the state expectations on the assessments.
  - c. After conferencing with their teachers and/or guidance counselors, each student will host a Kitchen Table Conference with his or her family to explain his or her scores.
  - d. IGP conferences will be scheduled by guidance for each family in the school; state assessment data, along with Kuder Assessment Data and high school options, will be discussed at these conferences.
  - e. Parent conferences will be held with teachers as needed or requested by either the parents or the teacher; a conference protocol will be used to include a discussion of state assessments.
  
2. Is my child making progress toward reaching grade level, remaining on grade level, or exceeding grade level expectations?
  - a. MBMS will publish and explain SC Ready and SC Pass prediction charts to help students and families understand grade level performance.
  - b. MBMS will share three times yearly student MAP data to help students and families know if a student is performing at, above, or below SC grade level norms for performance.
  - c. MBMS will share written instructions for Power School access with families and students, and MBMS will host “quick tip” sessions at the beginning of the school year and at the beginning of each nine weeks to assist families with Power School ACCESS.
  - d. Guidance counselors and/or administrators will pull at-risk reports weekly and notify families if a student is failing a class.
  - e. MBMS will publish and explain the importance of the 1000 (grade 6), 1100 (grade 7), and 1200 (grade 8) Lexile three times yearly, along with tips and advice for families to help grow the Lexile scores.
  - f. MBMS will share three times yearly individual student Lexile scores with students and families.

3. When can and how can families communicate with teachers and guidance counselors concerning academic progress?
  - a. MBMS will host conferences with parents/families as needed throughout the year.
  - b. MBMS will schedule and advertise one formal evening with extended hours in the fall and one formal evening in the spring to accommodate families.
  - c. Teacher/counselor emails and phone numbers will be shared on the web page, in the newsletter, and through the course syllabus.
  - d. MBMS guidance counselors will meet with each family to explain Kuder results, academic achievement results, course level options, and program schools.

Translation services will be provided through Pacific Interpreters, an on-campus translator as available, and Google translate.

**Needs Assessment (Data – Academic & Discipline)**

*Your strategies from your budget and the assessments used to measure performance are to be reflected here in your needs assessment. Your needs assessment should be an extension of your PDSA.*

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Myrtle Beach Middle School serves students in grade 6-8 in the eastern most portion of Horry County. MBMS is predicted to have an enrollment of 1137 for the 2018-2019 school year, an increase of approximately 100 students from 2017-2018. Our reporting subgroups for the 2016-2017 state data included Black or African American, White, two or more races, disabled, LEP, and SIP. In 2018-19, MBMS is predicted to maintain each of its reporting categories, with 41% of students reporting as white, 25% reporting as Black or African American, 23% reporting as Hispanic or Latino, and 8% reporting as two or more races. While 72% of our student population received free or reduced fee meals in 2016-2017, MBMS was enrolled by HCS for the Community Based Eligibility Provision in 2017 – 2018 and experienced a significant reduction in the percentage of SIP to 64.85%.

Serving our students in the 2018-2019 school year will be 52 content and elective teachers, 10 special educators, 3.5 guidance counselors, 3 assistant principals, one principal, 2 instructional coaches, 1.5 reading intervention teachers, one media specialist, 1.5 nurses, 2 full time behavioral support specialists, one home-school facilitator, and 1 full time mental health counselor. All members of the instructional staff are certified or eligible for certification through SC alternative routes to certification. Each member of the administrative staff holds advanced degrees. The building principal has served the school for five years.

During the 2017-2018 school year, the Title I Budget Planning and Family Engagement Team, as well as the staff in its entirety, continuously evaluated our use of Title I funding to ensure our progress toward achievement goals. The NWEA Measures of Academic Progress provides our most current data points and suggest that the strategies implemented by the instructional staff of Myrtle Beach Middle School during the 2017-2018 school year may result in adequate progress, overall, in ELA and math.

Goal 1	Overall, 75.5% (72.5% 2017 - +3%) of all math students will score at a Level 2 or higher on the state summative assessment as predicted by the spring MAP.	Status based on spring data: <b>77.3% / Goal Met</b>
Goal 2	Overall, 43.8% (38.8% 2017 - +5%) of all math students will score at a Level 3 or higher on the state summative assessment as predicted by the spring MAP.	Status based on spring data: <b>46% / Goal Met</b>
Goal 3	Overall, 73.3% (70.3% 2017 - +3%) of all ELA students will score at a Level 2 or higher on the state summative assessment as predicted by the spring MAP.	Status based on spring data: <b>77.8% / Goal Met</b>
Goal 4	Overall, 43.7% (38.7% 2017 - +5%) of all ELA students will score at a Level 3 or higher on the state summative assessment as predicted by the spring MAP.	Status based on spring data: 43.2% / Not met

This is encouraging information and as we look ahead to the 2018-2019 school year, we plan to build on the traction gained during 2017-2018. Two strategies in our school-wide plan to assist instructional staff and students to continue to advance our academic goals are the instructional coach position and teachers for after school tutoring. One coach is budgeted in our general fund and this coach provides support to staff in the areas of ELA and social studies. The additional Title I coach position will support staff in the areas of math and science by leading weekly collaboration, securing PD materials and confirming opportunities, observing and coaching lessons, model teaching, guiding data analysis, generating reports, and providing individualized

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support to teachers. A very important strategy for MBMS is the additional days for planning, data analysis, and collaboration provided to teachers following MAP and benchmark assessments. Title I funds are used to secure substitutes so that teachers, under the guidance of the coaches, can work together to develop effective instructional plans for students who are on-target, ready for enrichment, or who need additional help.

For many years, MBMS has run an extended day program. Based on input from teachers, the extended day needs to be expansive and inclusive so that students who require tutoring due to skill deficit, absences, or any other reason impacting grades negatively could be addressed by the child's teacher using the class curricula. Thusly, MBMS runs an after school program two days weekly with bus transportation. This tutoring is hosted by 9 teachers from cross grades and content areas, providing service to students they actually teach or for whom there has been teacher-teacher contact so that the work the student is completing directly impacts his/her mastery of SC College and Career Ready Standards for Learning and his/her grade.

Further, in grade 6, we will reduce class sizes in science, historically a challenging subject for our students, by hiring one additional teacher science teacher, which will keep our average class sizes below the 26:1 ratio.

To conduct the 2019 Title I Needs Assessment, we first used the [Myrtle Beach Middle School 2017 State Report Card](#). MBMS scored slightly ahead of South Carolina in ELA, significantly ahead social studies, and slightly behind in math and science – less than one full percentage point.

To better understand our scores and all students who were tested, regardless of entry date, we reviewed the [South Carolina School Scores by Grade Level and Demographic Category for SC Ready and SC Pass](#) and rank ordered subgroups accordingly.

Our additional coach, teacher, and tutors will also help us address our performance data gaps. Using the 2017-2018 data, our most obvious and most significant gap is between our students identified as special education and students overall. The South Carolina Department of Education reports the following percentage of Special Education students at MBMS as being approaches, met, or exceeds on the 2017 SC Pass and SC Ready assessments in comparison to students overall:

Assessment	Special Education Performance, overall	Student performance, Overall
Science	53%	71%
Social Studies	27%	73%
ELA	21%	71%
Math	24%	73%

The second most obvious and significant gap exists between the highest performing subgroups and males. While not a reporting category for accountability measures, all data generated by Power School and state testing includes a gender breakdown. In 2017, of the 1,071 students enrolled at MBMS, 592 were male and 479 were female, and the gender breakdown as reported by the South Carolina Department of Education Report by Standard and Demographic clearly indicates that the male students at MBMS significantly underperform as a group in comparison to the highest performing subgroups, especially in grades 6 and 8.

2017 SC Report by Standard and Demographic	Number Tested	Not Met	Approaches, Meets, Exceeds
<b>SC Ready ELA - Grade 8 – 22.9% gap</b>			
Two or More Races	35	14.3	85.7
Male	183	37.2	62.8
<b>SC Ready Math – Grade 8 – 18.4% gap</b>			
Two or more races	35	17.1	82.9
Male	183	35.5	64.5
<b>SC Ready Pass Social Studies – Grade 8 – 17.8% gap</b>			
Two or more races	35		85.7
Male	186		67.9
<b>SC Ready Pass Science – Grade 8 – 18.3% gap</b>			
Two or more races	35		91.4
Male	186		73.1

2017 SC Report by Standard and Demographic	Number Tested	Not Met	Approaches, Meets, Exceeds
<b>SC Ready ELA - Grade 7 – 9.8% gap</b>			
Two or More Races	31	16.1	83.9
Male	197	25.9	74.1
<b>SC Ready Math – Grade 7 – 10.1% gap</b>			
White	162	17.9	82.1
Male	200	28.0	72
<b>SC Ready Pass Social Studies – Grade 7 – 6.5% gap</b>			
White	163	18.4	81.6
Male	201	24.9	75.1
<b>SC Ready Pass Science – Grade 7 – 6.3% gap</b>			
White	163	19.6	80.4
Male	201	25.9	74.1

2017 SC Report by Standard and Demographic	Number Tested	Not Met	Approaches, Meets, Exceeds
<b>SC Ready ELA - Grade 6 – 22.4% gap</b>			
Female	152	19.7	80.3
Male	202	42.1	57.9
<b>SC Ready Math – Grade 6 – 16.9% gap</b>			
Female	154	14.3	85.7
Male	208	31.3	68.8
<b>SC Ready Pass Social Studies – Grade 6 – 16.6% gap</b>			
White	128	12.5	87.5
Male	209	31.1	68.9
<b>SC Ready Pass Science – Grade 6 – 23.4% gap</b>			
White	128	18.8	81.3
Male	209	42.1	57.9

Power School data from 2016-2017 shows that in almost all cases, the number of males in each reporting category is higher than the number of females, which suggests that increasing the performance of male students will increase performance in subgroups.

Grade Level	Total in Grade	Asian	Black or African American	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Two or More Race Categories	Unspecified
6	360 183 / 177	12 5 / 7	102 45 / 57	0 0 / 0	1 0 / 1	130 70 / 60	87 49 / 38	28 14 / 14	0 0 / 0

Grade Level	Total in Grade	Asian	Black or African American	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Two or More Race Categories	Unspecified
7	369 211 / 158	3 2 / 1	86 47 / 39	1 1 / 0	0 0 / 0	144 79 / 65	99 60 / 39	36 22 / 14	0 0 / 0
8	342 198 / 144	4 2 / 2	80 46 / 34	3 2 / 1	1 0 / 1	165 98 / 67	61 31 / 30	28 19 / 9	0 0 / 0
Total	1,071 592 / 479	19 9 / 10	268 138 / 130	4 3 / 1	2 0 / 2	439 247 / 192	247 140 / 107	92 55 / 37	0 0 / 0

[Disciplinary data for 2016-2017](#) indicates that the males at MBMS were assigned 83% of the 1383 (includes tardy referrals) referrals deposited by school administrators. Of the referrals assigned to male students, 32 resulted in MDRs or hearings, 4 involved law enforcement with 1 arrest, 568 assignments to in-school suspension, and 225 out of school suspensions. Based on this data analysis, MBMS is confident that approaching teaching and learning from best practice research for social, emotional, and learning skills for males, we will be able to significantly increase the performance of all subgroups and decrease behaviors that disrupt learning opportunities. Our RBHS counselors, currently funded through our school-wide plan, will serve as Tier I or Tier II support for our students who demonstrate the need for this level of intervention.

During the 2017-2018 school year, the faculty and staff attribute our progress to a clear focus on and implementation of the following:

- Culture, relationships, and communication
  - a. School-wide performance goals (SLO alignment)
  - b. School-wide positive incentives/supports
  - c. School-wide organized binders and use of student agendas (Title I funded)
 

\*MBMS provides impoverished students who cannot provide their own notebooks and materials with large three-ring binders with subject dividers, pencil pouches, pencils, highlighters, notebook paper and an agenda. We use these school supplies, funded with Title I school-wide funds, to ensure that the learning of our students is not hindered or jeopardized by the lack of school supplies. We also provide access to supplies for projects as needed. Through our Title I supply funds, we ensure students, especially those who are impoverished, always have access to the school supplies they need to learn.
  - d. School-wide goal setting – school, teacher, and student
  - e. Team-building and collaboration strategies (Title I funded)
  - f. Classroom Management Tools (Title I Funded)
  - g. Home-School Communication / Red Folder Day / Parent Involvement (Title I funded)
 

\*The paper, folders, and labels for Red Folder Day are funded by Title I schoolwide funds. This increases communication between home and school, ensures an additional avenue of access for parents to our Title I plan and parent feedback processes,

- Content Literacy (Title I funded)
    - a. School-wide note-taking strategies
    - b. School-wide reading strategies
    - c. School-wide writing strategies
    - d. School-wide vocabulary strategies
  
  - Planning, Instruction, and Feedback
    - a. Essential questions (standards and objectives) and success criteria (assessment)
    - b. Specially designed instruction, intervention classes, and support/replacement classes as warranted by data
    - c. Intentional planning with data analysis and differentiation
    - d. CWTs and SCTS Rubric 4.0 w/feedback
    - e. Extended learning opportunities / intervention programs (Title I funded)
    - f. Conferences, student and teacher
    - g. Collaboration and professional development days (Title I funded)
- \*

These strategies have helped us to serve our students effectively, and as we move into the 2018-2019 school year, we plan to continue to refine our implementation of these strategies. Further, we plan to address the social and emotional needs of our students, as many of our students come to school with inadequate social, emotional, and learning skills. Many students, primarily males, struggle with expectations and interactions, often with authority figures, and lean toward verbal or behavioral aggression at the tipping point. Students who continually struggle with their behaviors require additional support from staff within the school to prevent escalation and an interruption in education because of suspension. Through our Title I school wide plan, will develop an RTI approach to behavior and discipline consisting of the following:

- 1) School-wide SEL lessons and activities
- 2) SEL weekly groups managed and instructed by guidance counselors
- 3) SEL weekly classes to intervene early with students (10 – 15%) to demonstrate tendencies toward aggressive behavior prior to the student becoming part of Level 2 intervention with a contract or RBHS

Refusal to obey, disrupting class, and disrespect continue to be areas of concern and suggest that school-wide social, emotional, and learning is necessary. MBMS will implement a school-wide SEL program and add a Tier I SWPB support specialist.

MBMS will add as a topic to all collaborative sessions research concerning how males learn – we will use collaboration during PLCs, grade level meetings, and team meetings to discuss student data and monitor student progress and growth, with an emphasis on our boys. The HCS classroom walkthrough tool will continue to be used and the coaching tips will be used to provide specific feedback to teachers, with an emphasis on specially



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designed instruction for male students. The instructional coaches will be responsible for conducting research and providing professional development to all instructional staff concerning gender-related differences in teaching and learning.

Goal setting and student-teacher data chats are an important aspect of the growth we are experiencing in reaching target growth on MAP, which is a predictor of student performance on SC Ready Math and SC Ready ELA. A goal-setting chart is distributed early in the year which outlines for parents the expected student growth. To assist students with long-term goal setting, all students engage in the Kuder Career Inventory and visit a local college and university. We assist students who require or desire tutoring through an extended school day, with breakfast club available at 6:30 a.m. and tutoring available two days weekly until 5:00. Transportation is provided for extended day. We will ensure that our male students in need of assistance in setting goals, applying learning skills, or finding inspiration have access to our assistance programs.

All students who consistently score below the 25% on MAP Reading and math receive daily intervention instruction. Students receive this intervention instruction in addition to their core instructional program. Students who receive intervention instruction are continually progress monitored. Our instructional coaches ensure that intervention programs are implemented appropriately and at an appropriate pace. Each meets regularly with intervention teachers, observes in intervention classrooms, maintains the intervention data wall, and teaches daily intervention groups. She ensures that a system of communication is in place between the intervention teachers and regular classroom teachers.

Our School Improvement Council meets regularly to discuss the academic progress of our school and to discuss parental involvement activities and community support for school events. Our Home-School Facilitator is funded by Title I and works as a liaison to the parents and community. We have 98% parental participation in parent-teacher conferences, with many conferences occurring via the telephone, social media exchanges, and email. Parenting events, funded via Title I, are held throughout the school year focusing on the following areas: College and Career Readiness, Honors and Accelerated pathways, technology, bullying, and internet safety. MBMS will emphasize starting productive conversations between parents and their adolescents during the upcoming school year. Many of our workshops which focused on parenting topics were not well attended. All of our workshops were offered both in the morning and in the evening. We have had great participation in events such as: Million Father March, Thankful for Families, and Celebrating Brotherhood.

Based on our data and th

The Myrtle Beach Middle school motto, Character, Community, and Scholarship, exemplifies the focus and commitment of our students, parents, faculty, and community to provide a quality education so that all students achieve academic excellence.

2018-19 Projected Allocation: \$ <u>412,800</u> / 413,760
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**Instructions for Completing Budget Form:**

Action	Strategy Activity Code	Activity Includes Staff Development	Reform Strategy	Activity Cost	Budget Code	Evidence to Determine Successful Implementation	PDSA Goal
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

- 1** ✓ Your school’s approved budget activity plan as of January 4<sup>th</sup> is entered below. This is meant to save you time and effort this year. Please note the column on the far left. Enter the corresponding action for what you want to do with the activity:
- **Keep** – The activity remains the same. No changes are to be made.
  - **Change** – The activity remains, but with changes. Please make the changes in a **different color text** or **highlight the text** changed so it’s easier for us to notice when we make the changes online.
  - **Delete** – The activity is to be deleted from the 18-19 plan. **Do not delete** it yourself. Please leave it on the submission with the delete action in the box and ~~strikethrough the activity text.~~
  - **Add** – This is a new activity for the 18-19 plan.

**2** ✓ The strategy activity code will be your reform strategy plus the letter of the alpha order for the particular activity. Thus if you are writing your third reform strategy 1 then your strategy activity code would be 1C. The second professional development activity would be 5B, etc. No Activity Code is to be duplicated.

**3** ✓ Describe your activity briefly but in as much detail to provide who, what, when, where and why specifics. Remember all conferences must have locations and dates included along with the number of people attending from the school.

**4** ✓ Your options are:

1	Opportunities to Meet State Proficiency
2	Strengthen Core Program, Increase Learning Time, or Serve Under-Served Populations
3	Address Needs of At-Risk Students
4	Instruction by Highly Qualified Teachers
5	Professional Development
6	Attract High-Quality Teachers
7	Increase Parent Involvement

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8	Preschool Children Transition to Elementary School
9	Include Teachers in Decisions for Assessment
10	Additional Assistance for At-Risk Students
11	Coordination of Programs

- 5 ✓ Please ensure the state per diem is followed for all travel! Travel exceeding the allowable per diem **must be split funded**.
- 6 ✓ **When entering salary, remember to include fringes as a separate line item. Fringes are 27.96% of salary and are to be calculated for contract and hourly employees and substitutes.**

\*\* If you use a salary code -100 then you must also have a fringes code -200 to accompany it!

✓Technology accounts:

Acct Number	Dollar Amount (include tax & shipping)
445	< \$999.99
545	\$1,000 <> \$4,999.99
565	> \$5,000

- 7 ✓ Enter the methods you are using to monitor the successful implementation of the activity. Remember that these methods must correlate with the results and monitoring documents that will be asked for and reviewed throughout the year. **A file must be maintained for each strategy per the SDE.**
- 8 ✓ Enter your PDSA Goal that the strategy ties to. Each strategy of your Title I plan **must** tie to a goal in your PDSA plan.

General Instructions and Notes:

1. Current Full-time staff salaries are listed. Remember to **UPDATE THESE TO INCLUDE** a 2% step increase and a 5% benefit increase for the FY18-19 school year.
2. All approvals, denials, and change requests will be done through Title 1 Crate.
- 3.
- 4.

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Action	Activity Code	Activity Includes Staff Development	Reform Strategy	Activity Cost	Budget Code	Evidence to Determine Successful Implementation	PDSA Goal
Change	A	Provide (3 teachers per grade level each day – 9 teachers) highly qualified teachers(s) to provide after-school academic enrichment, intervention, and open-lab tutoring for 1.5 hour daily, 2 days weekly, from October through May (total of 58 days) from 3:30 – 5:00. This program will include students in grades 6-8 and will address four core academic areas of science, social studies, reading and math.	1	\$23,490 \$6,567	100-100 100-200	Reading MAP Math MAP Science test Social Studies test	
Change	B	Employ (1) bookkeeper for (2.5) hours/week for (36) weeks to maintain payroll and records for Title I audits. Bookkeeper for 90 hours @ hourly rate of \$22.79	1	\$2,051 \$573	223-100 223-200 223-100 223-200	Title I Audit	
Change	C	Provide funding for (5) bus drivers to transport students from the tutoring program for 1.5 hours daily, two days per week, from October through May (total of 58 days) at the hourly rate of \$23.00 per hour. Also we will fund one busing supervisor for 2.5 hours daily for 58 days @ the hourly rate of \$23.00 per hour.	1	\$3,335 \$932 \$10,005 \$2,797	251-100 251-200 251-100 251-200	Reading MAP Math MAP	
Change	D	Employ (1) Teacher(s) @ 1.0 FTE each to reduce class size to provide more individual and small group academic instruction for grade 6 core areas as needed. Reduce student teacher ration from 26:1 to 23:1	1	\$36,466 \$18,404	100-100 100-200 100-100 100-200	PARS & Schedule	
Change	A	Provide materials and supplies to support small group and classroom instruction in grades 6-8 across all subjects. Expenditures may include supplies and materials such as handbooks/homework calendars for 1400 students @\$6 each, journals, paper, folders, charts, markers, microscopes, binders, pencils, dividers, pens, poster board, tri-fold presentation boards, misc national history day materials, rocket science materials, batteries for calculators, poster maker supplies, file folders, and certificates.	2	\$21,728	100-410 100-411	Purchase requisitions, invoices, receipts, & P-card	
Change	B	Provide materials in ELA/Math/Science/Social Studies to support instruction. Expenditures may include books for classroom libraries, templates for math, timers for classroom engagement Kagan activities, charts, folders, laminating film, index cards, pens, pencils, markers, glue, tape, staples, notebooks, containers, etc.	2	\$19,203	100-410	Purchase requisitions, invoices, receipts, & P-card	

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Action	Activity Code	Activity Includes Staff Development	Reform Strategy	Activity Cost	Budget Code	Evidence to Determine Successful Implementation	PDSA Goal
Change	A	Provide substitute pay for teachers in state tested areas to attend full day collaborative planning and data analysis following the fall and spring MAP assessment administrations or benchmark assessments for a total of 104 days.  ELA = 16 x 2 = 24 Math = 16 x 2 = 24 Science, grades 6 and 8 = 8 x 2 = 16 Social Studies, grade 7 = 4 x 2 = 16 ESL = 5 x 2 = 10 Co-teach and core replacement Special Education = 7 x 2 = 14	3	\$8,320 \$1,767	100-100 100-200	PD Agendas, Sign-in sheets	
Keep	A	Employ(1) Teacher or (1) Family school coordinator/facilitator @ 1.0 FTE to serve as a liaison or coordinator/facilitator between the school and students' homes; to encourage parental involvement and participation in school programs; and to provide assistance to students' families in areas of school-related concerns in grades 6-8. In addition, the coordinator will also monitor and maintain Title I records, documentation, audit files, homelessness, registration as well as assist with the development and coordination of the Title I plan.	4	\$18,792 \$10,630	188-100 188-200	PARS & Schedule	
Change	A	Employ (2) highly qualified teachers to implement the Breakfast Club each morning from 6:30-7:50 for 180 days at the rate of \$30.00 per hour. This program extends the day for our families and provides students access to early morning tutoring	5	\$14,400 \$4,026	100-100 100-200	Reading MAP Math MAP	
Keep	B	Provide (2) 1.0 FTE Rehabilitative Behavioral Health Services Interventionist/Counselor(s) to work with students on promoting and facilitating the development of healthy coping skills, adaptive patterns of interacting with other students and appropriate behavior responses to environmental stimuli.	3	\$45,271 \$18,404 \$51,594 \$22,882	100-100 100-200 100-100 100-200	Discipline Referrals	
Add	B	Provide (1.0) 1.0 FTE curriculum coach to support MBMS as follows: liaison with district learning specialists, liaison with consultants, research and provide targeted professional development to instructional staff, conduct classroom walkthroughs and support to teachers at the novice, developing, and master levels, assist leadership team in making decisions to promote the development and growth of all students.	4	\$47,161 \$24,962	100-100 100-200		

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Choose an item.							
Choose an item.							
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Choose an item.							