

School Improvement Plan

School
Name

Park Street Elementary

School
Year

2023-2024

Members



Alex Soto - Principal

Carrie Madden - Assistant Principal

Barbara Hoffman - Kindergarten Lead

Rayesa Douglas - Second Grade Lead

Michaela Smith - Fourth Grade Lead

Idris Johnson - Assistant Principal

Karna Kelly - Special Education Administrator

Stormi Johnson - First Grade Lead

Ligia Rivas - Third Grade Lead

Courtney Brown - Fifth Grade Lead

Members



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Angela Reed - EIP Lead

Angela Reed!!

David Eldridge - SGT Community Member

Del Eddy 9/15/23

Brie Riley - SGT Parent Member

Bm Riley 9/15/23

Ashley Chisholm - SGT Parent Member

Ashley Chisholm 9/15/23

Amanda Cobb - SGT Staff Member

Amanda Cobb

Ann Rakestraw - ESOL Lead

Ann Rakestraw

Dr. Tim Boone - SGT Community Member

Dr. Tim Boone 9/15/23

Courtney Ortega Zuco - Academic Coach

Courtney Ortega Zuco

Sharon Worley - Academic Coach

Sharon Worley

Erica Turnbull - Special Education Lead

Erica Turnbull

Park Street: By the numbers

As of Sept. 12th, 2023

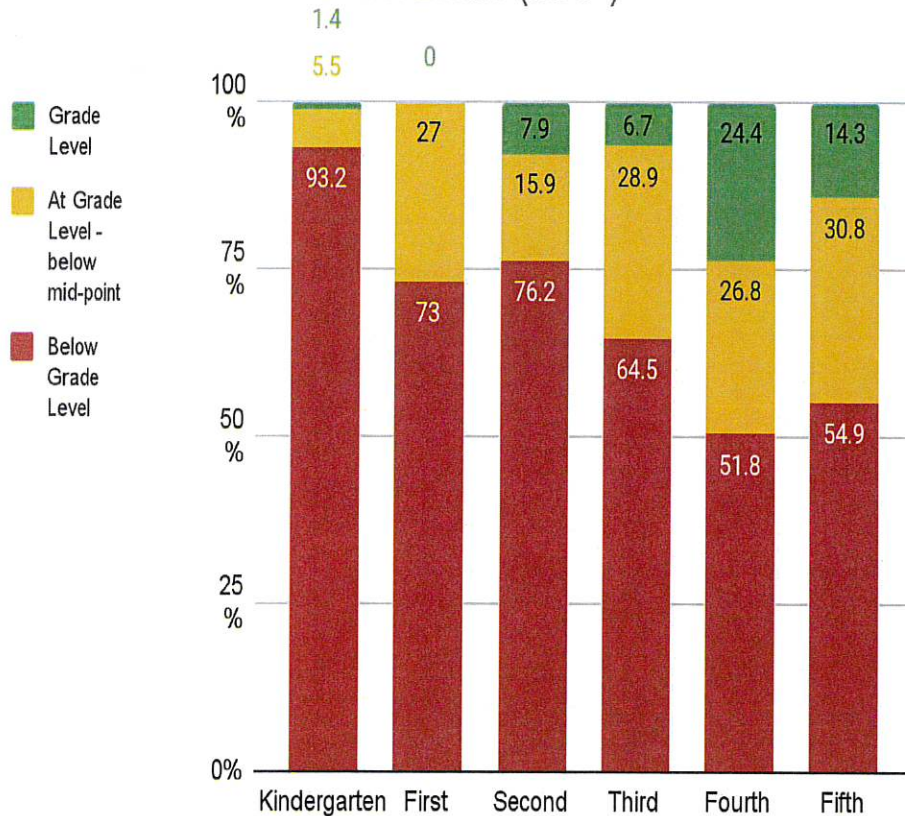


Total Number of Students	<i>Hispanic / Latino</i>	<i>African American</i>	<i>White</i>	<i>Asian</i>	<i>Multi Race / Other</i>	<i>Male</i>	<i>Female</i>	<i>MVP</i>	<i>Special Education</i>	<i>504 Active</i>	<i>ELL</i>	<i>Free & Reduced lunch (Title 1)</i>
452	66%	25%	6%	0.002%	3%	51%	49%	6%	11% (SC) / 3% (IRR)	0.01%	49%	94%

Needs Assessment: Lexile Levels (K-5)



Fall 2023 - Grade Level Lexile (MAP)



Reading (Lexile): Needs Assessment

To increase Lexile levels of learners in grades K-2 teachers will explicitly address foundational reading skills through Structured Literacy: develop awareness of the segments of sound in speech and how they link to letters, teach students to decode words, analyze word parts, write and recognize words, and ensure learners read connected text to support reading accuracy, fluency, and comprehension. To increase Lexile levels of learners in grades 3-5 teachers will explicitly address word study, fluent word reading and comprehension.

Action Steps:

- Reading Specialist support during targeted small group instruction - one specialist per grade.
- Fall & Spring tutoring: students identified by Fall MAP reading assessment.
- Systematic and explicit phonics/word study instruction during tier 1 instruction.
- DIBELS Oral Reading Fluency Screening for learners 1-5 to identify students reading below the 50th percentile.
- Diagnostic assessments that measure decoding and phonological awareness skills (Heggerty Phonemic Awareness, Informal Decoding Inventory).
- Weekly progress monitoring and data discourse to determine next instructional steps.
- STAR monthly monitoring assessment of Lexile levels to align levels to instructional practice.
- Implementation of SOR writing cycle to enhance foundational reading skills and students' knowledge of how words and sentences work.
- 10-day instructional cycle data-review: PLC.
- Knowledge Based Units (Read Aloud) to build comprehension skills.

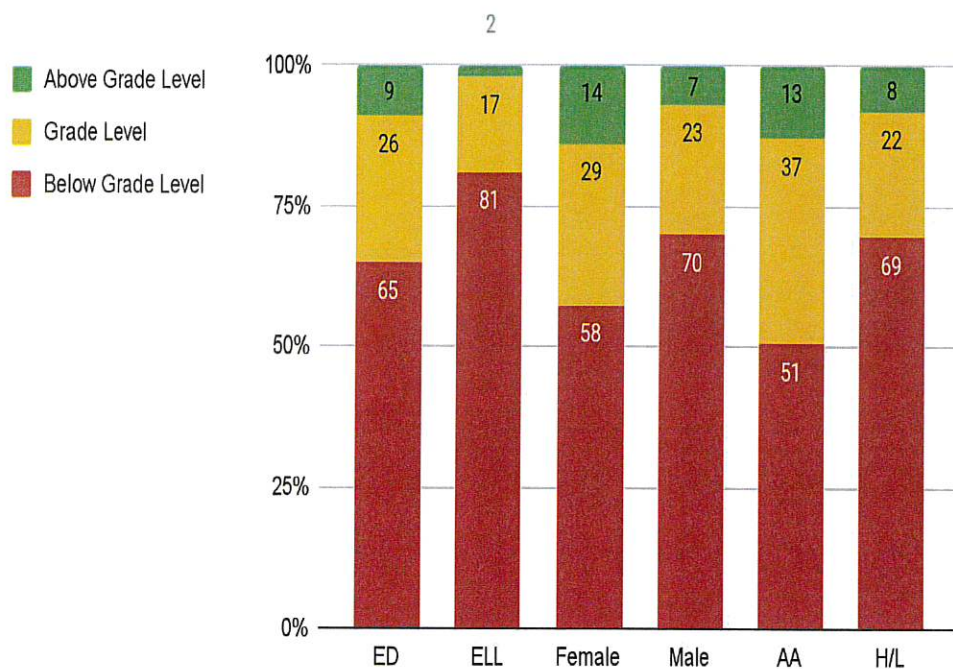
Needs Assessment: Lexile Levels (by sub-group)



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Fall 2023 - Subgroup Lexile Level (MAP)



Subgroup: Needs Assessment

To increase Lexile levels in all subgroups K-5 teachers will use data from Measure of Academic Progress (MAP), STAR to determine what skills and/or knowledge needs to be taught.

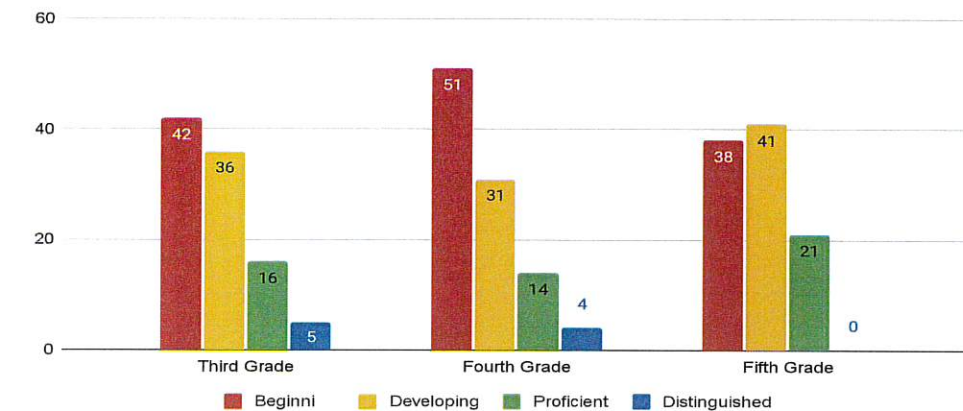
Action Steps:

- Fall & Spring tutoring: students identified by Fall MAP reading assessment.
- Reading Specialist support during targeted small group instruction - one specialist per grade.
- Collaborative groups of learners working with Reading Specialist.
- Peer observations.
- Professional development for teachers and paras through SoR.
- Coaching with Park Street IRR team.
- Coaching New teacher/2yr teachers that support a large portion of PS SWD/ESOL students.
- Reading specialist are targeting all sub group to increase lexile levels.
- IRR are targeting 3-5 SWD students based on lexile levels.
- Reading goals for every student that is not reading on grade levels.
- Intentionally using data to differentiate b/w multi-grade classrooms (SC5) based on different lexile levels.
- Tutoring for grades 1-5.

Needs Assessment: English Language Arts

Spring '23 GA Milestones Outcomes & Fall '23 MAP Predictions

Spring 2023: ELA Milestones Outcomes



English Language Arts: GA Milestones Outcomes

Spring 2022→Spring 2023

3rd grade: Park Street saw an increase of 7.5% of students performing in the beginning learners range; an increase of 5.1% of students in the developing range; a decrease of 16.7% of students in the proficient range, and an increase of 3.2% in the distinguished range. **GMAS NOTE:** Park Street 3rd grade students demonstrated a 10% increase in the number of students performing in the proficient / distinguished range from 2021-2023.

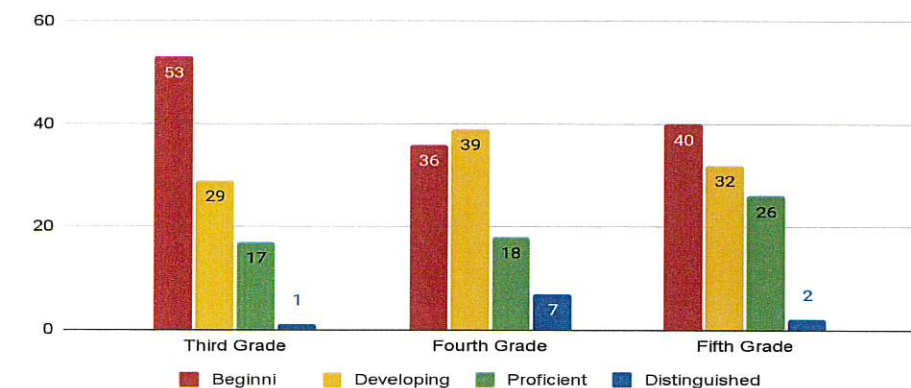
4th grade: Park Street saw an increase of 12.3% of students performing in the beginning learners range; a decrease of 6.6% of students in the developing range; a decrease of 5.4% of students in the proficient range; and a decrease of 0.4% in the distinguished range. **GMAS NOTE:** Park Street 4th grade students demonstrated a 10% increase in the number of students performing in the proficient / distinguished range from 2022-2023.

5th grade: Park Street saw an increase of 5.4% of students performing in the beginning learners range; an increase of 2.6% of students in the developing range; a decrease of 6.9% of students in the proficient range; and a decrease of 1.2% in the distinguished range. **GMAS NOTE:** Park Street 5th grade students remained steady with ELA performance from 2021-2023 in the number of students performing in the proficient / distinguished range.

English Language Arts: Needs Assessment

To decrease numbers of beginning level learners in grades K-2 teachers will systematically address foundational reading skills. To decrease the numbers of beginning level learners in grades 3-5 teachers will systematically address fluent word reading and comprehension. To increase the level of Proficient and Distinguished learners in learners across grade levels teachers will ensure students read connected text to support reading accuracy, fluency, and comprehension.

Fall 2023: MAP ELA Predictions



Action Steps:

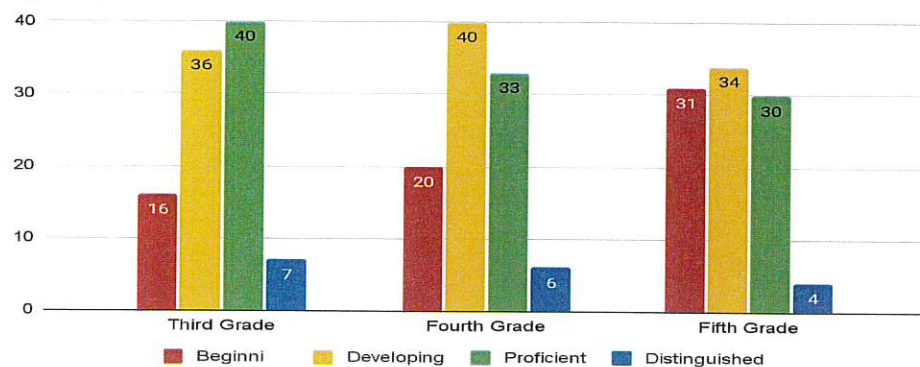
- Reading Specialist support during targeted small group instruction.
- Fall & Spring tutoring: students identified by Fall MAP reading assessment.
- Systematic and explicit phonics/word study instruction during tier 1 instruction.
- DIBELS Oral Reading Fluency Screening for learners 1-5 to identify students reading below the 50th percentile.
- Diagnostic assessments that measure decoding and phonological awareness skills (Heggerty Phonemic Awareness, Informal Decoding Inventory).
- Weekly progress monitoring and data discourse to determine next instructional steps.
- STAR monthly monitoring assessment of Lexile levels to align levels to instructional practice.
- Implementation of SOR writing cycle to enhance foundational reading skills and students' knowledge of how words and sentences work.
- Explicit writing instruction embedded in curricula across all content areas and grade levels.
- Knowledge Based Units (Read Aloud) to build comprehension skills.

Needs Assessment: Math

Spring '23 GA Milestones Outcomes & Fall '23 MAP Predictions



Spring 2023: Math Milestones Outcomes



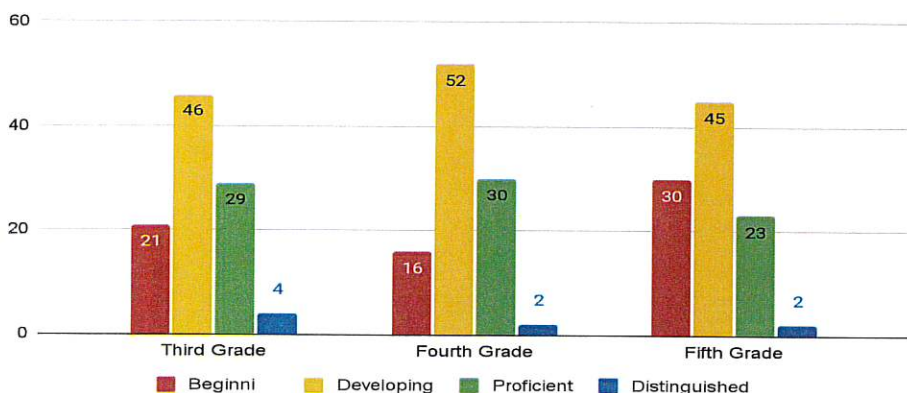
Mathematics: GA Milestones Outcomes
Spring 2022→Spring 2023

3rd grade: Park Street decreased the number of students performing in the beginning range by 18.5%; an increase of 5.1% of students in the developing range; an increase of 7.3% of students in the proficient range; and an increase of 5.2% in the distinguished range. **GMAS NOTE:** Park Street 3rd grade students demonstrated a 19% increase in the number of students performing in the proficient / distinguished range from 2021-2023, as well as a 10% increase from Spring 22 to Spring 23.

4th grade: Park Street decreased the number of students performing in the beginning range by 18.7%; saw an increase of 2.4% of students in the developing range; saw an increase of 13.6% of students in the proficient range; and an increase of 1.7% of students in the distinguished range. **GMAS NOTE:** Park Street 4th grade students demonstrated a 3% increase in the number of students performing in the proficient / distinguished range from 2022-2023.

5th grade: Park Street decreased the number of students performing in the beginning range by 1.6%; saw a decrease of 4.4% of students in the developing range; saw an increase of 2.1% of students in the proficient range; and an increase of 2.8% of students in the distinguished range. **GMAS NOTE:** Park Street 5th grade student demonstrated an 18% increase in the number of students performing in the proficient / distinguished range from 2022-2023.

Fall 2023: MAP Math Predictions




Mathematics: Needs Assessment

To decrease numbers of beginning level learners in grades 3-5 teachers will: explicitly teach Number Sense. To increase the level of Proficient and Distinguished learners in grades 3-5 teacher will: Respond to constructed responses, ask critical questions (DOK 3 & 4) and use real-life situations.

Action Steps:


- EIP support during small groups (Targeted math support aligned to MAP and new math standards).
- Edgeunity student learning Path (District resource-support new standards).
- Hand-2-Mind Guided Math Kits for conceptual understanding using math manipulatives, (Financial Accountability).
- Fluency Kits to reason with Numbers (Financial Accountability).
- 3-5 Accelerated Math for students that are 80 percentiles on MAP.
- Weekly constructed response (connects to literature).
- Weekly GaDOE Learning Plans/Frameworks (State resource).
- Math Leadership Team (MLT) participating in training.
- Increasing the number of math endorsed teachers.

Strategic
Plan:
Park Street



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.




**HUMAN
RESOURCES**

Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.



**COMMUNITY
COLLABORATION**

Increase community
engagement across the
district.



**FISCAL
RESPONSIBILITY**

Establish fiscal processes
that align to the needs of
students and staff.

Outcomes/Goals: What will
success look like for our
school? (Smart Goals)

English Language Arts

By May 2024, based on Lexile, Park Street
will increase the percentage of students
reading at or above grade level from:
K: 9.8% to 70% 3rd: 41.8% to 80%
1st: 10.9% to 70% 4th: 28% to 70%
2nd: 18.7% to 70% 5th: 41.1% to 80%

Math

By May 2024, based on GA Milestones,
Park Street will increase the percentage of
students scoring proficient or distinguished
from:
3rd: 47% to 70%
4th: 39% to 70%
5th: 34% to 70%

#LearnGrowThrive

Provide intentional professional
development, that is focused on Science of
Reading and new math standards that is
followed with support and feedback to
ensure sound pedagogical practices and
student achievement.

#LearnGrowThrive

Continue to cultivate a school culture and
climate where staff is empowered to own
their instructional practices, professional
learning, and student achievement.

Panther Partnerships

Continue to cultivate community and
business partnerships that allow students to
have access to educational opportunities in
and outside of the building.

Family Engagement

Reestablish PTA at Park Street with new
executive board. Expand district and
community family collaboration and
engagement activities through increased
parent involvement at school and
community events.

Consolidated Budget

Ensure transparent and equitable
use of consolidated funds to support
student achievement, teacher and
staff development, and increased
parent engagement through
effective fiscal management of
funds.

Initiatives: What will
we do to achieve
success?

Structured Literacy: Sci. of Reading

Year 3 implementation of SoR instructional
frameworks that build student literacy skills
through standards based instruction.
Support yr. 3 writing initiative within SoR
instructional framework.

Balanced Math Framework

Implement new state math standards that
focus on deeper / conceptual understanding
of mathematics - helping students solve
complex problems.

**Literacy (SoR) Professional
Development)**

Support and implement district and local
professional development that supports
SoR initiatives. Utilize Reading Specialist to
support explicit reading instruction that
increases students ability to read at or
above grade level.

Supporting Teachers

Support district and local Math Leadership Team
in helping teachers understand and implement
new state math standards. DLI teachers
attending La Cosecha. Monthly staff check-in

Community Relations

Cultivate and sustain parent and community
relations through consistent and transparent
communication. Weekly Principal and grade
level newsletter, and monthly PTA
communication.

Panther Parent Education

Increase parent knowledge and participation
about academic progress and involvement
through monthly Parent University, monthly
Coffee with the Principal, PTA / school events,
and parent teacher conference weeks.

Charter Budget

Ensure transparent and equitable
use of charter funds to support
district and local literacy initiatives
through effective fiscal
management.

Initiatives:
What will we
do to achieve
success?

Critical actions: What major actions
will we complete and by when
(student groups)?

Evidence of progress: How will we
know that the initiative is working?
(Timeline)

Outcomes: What will success look if
we provide opportunities for all
children (student groups)?

Structured
Literacy
Framework



- Commit necessary funds from charter and consolidated budgets to literacy initiatives
- All staff shall engage in monthly [coaching weeks] professional development with SoR facilitator
- Continue with integration of school-wide Learn Grow Thrive reading intervention block
- Utilize weekly PLC meetings to support data-drive literacy instruction
- Provide System 44 and 95%-RAP interventions for identified students two or more grade levels below expectations
- Utilize Reading Specialist for direct and explicit reading interventions and instruction
- Utilize WriteScore and Writing Revolution to support year 3 of SoR initiative
- Implement monthly STAR monitoring assessment to track Lexile growth [K-5]



- By January of 2024, see an increase of 30% in all Lexile levels of students in grades K-5
- Monitor monthly STAR monitoring assessment to track Lexile growth [K-5]
- Review quarterly benchmark and SoR data to support to support teacher pedagogy and student achievement
- Monitor System 44 and 95%-RAP intervention data
- Monitor MTSS process



By May 2024, based on Lexile, Park Street will increase the percentage of students reading at or above grade level from:

• K: 9.8% to 70%	3rd: 41.8% to 80%
• 1st: 10.9% to 70%	4th: 28% to 70%
• 2nd: 18.7% to 70%	5th: 41.1% to 80%

Increase percentages of student subgroup scoring proficient or distinguished on Spring MAP [K-2] and Georgia Milestones [3-5]

Increase percentage of ELL students moving at least one band on ACCESS 2.0 assessment



- In support of new math standards, Park Street will provide standards-based math instruction using the Math Workshop model, utilizing **Hand2Mind**, **Math In Practice**, and **Savvas** Math resources
- Provide daily intervention and instruction based on Savvas quick checks, unit assessments, and Edgenuity assessment results
- Implement **Number Talks** K-5 in order to build conceptual understanding of numbers and develop critical thinking
- Implement Accelerated Math in grades 3-5
- Academic coaches will conduct weekly check-ins to provide strategic teaching support
- MLT Team members; Increasing the number of Math Endorsed teachers



Weekly Instructional rounds [K-2 / 3-5] will administration and instructional coaches to monitor consistent implementation of a math workshop. Evidence of utilizing student data, SAVAS and math instructional resources will be evident in daily instruction

Students will show growth on district AMP assessment data (3-5) and MAP


Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments



By May 2024, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished from:

• 3rd: 47% to 70%
• 4th: 39% to 70%
• 5th: 34% to 70%

Increase percentages of student subgroup scoring proficient or distinguished on Math Georgia Milestones


**STUDENT
ACHIEVEMENT**
Prepare every student for
college and career
success.

Balanced Math
Framework

Initiatives:
What will we
do to achieve
success?

Evidence of Progress:
Impact Check #1- Fall

Evidence of Progress:
Impact Check #2- Winter

Evidence of Success:
Impact Check #3- End of Year

Structured
Literacy
Framework



TBD

- Fall MAP data
- Comparison Fall '22 to Fall '23

TBD

- Fall MAP data
- Comparison Fall '22 to Fall '23



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
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Balanced Math
Framework

Initiatives:
What will we
do to achieve
success?

Learn. Grow.
Thrive.



HUMAN RESOURCES

Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.

Critical actions: What major actions
will we complete and by when
(student groups)?

- Commit necessary funds from charter and consolidated budgets to literacy initiatives
- Support Reading Specialists with appropriate schedules, resources, and professional development
- Implement monthly staff check ins
- Individual post observation conferences with teachers after TKES evaluations
- Instructional Rounds with administrative team and coaches to ensure consistency among leadership in rating reliability.
- Progress monitor: Monthly STAR monitoring assessment to track Lexile growth [K-5]
- Progress monitor: Math assessment data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments
- Professional development: Monthly SoR and Math Leadership Team redelivery - with direct coaching and feedback for teachers
- Community & Culture: weekly staff shout-outs, monthly Learn*Grow*Thrive awards to acknowledge staff
- Student of the Month awards for each homeroom and grade level attendance prizes
- Student ESL: "Calling All Panthers" and continuation of *Second Step* strategies to help student behavior and

Evidence of progress: How will we
know that the initiative is working?
(Timeline)

- Ensure funds are used to support literacy initiatives
- Documentation of monthly staff check ins
- Weekly PLC (Panther Hour): data drive 10-day instructional framework
- Administrative data review from Instructional Rounds
- Follow up / support: informal observations after job embedded PD to ensure teachers demonstrate understanding and correct implementation of strategies
- Progress monitor: Monthly STAR monitoring assessment to track Lexile growth [K-5]
- Progress monitor: Math assessment data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments
- Monthly Acknowledgements: Staff celebrations during monthly staff meeting (birthdays and LGT Awards)
- Measure student discipline data at the end of each quarter to track and monitor behavior

Outcomes: What will success look if
we provide opportunities for all
children (student groups)?

- Spring 2024: Increase teacher retention. Teachers feel supported and valued at Park Street
- Formal and informal observation data will show increase in academic engagement and achievement
- Increase of students in K-5 Reading at or above grade level as measured by Lexile on STAR & MAP Assessments
- Increase in student achievement as measured by MAP (Fall-Winter-Spring) and GA Milestones-EOG
- Positive reception of SoR and Math professional development as measured by staff feedback
- Reduction in student (behavioral) referrals

**Initiatives:
What will we
do to achieve
success?**

**Learn. Grow.
Thrive.**



**HUMAN
RESOURCES**

**Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.**

**Evidence of Progress:
Impact Check #1- Fall**

- Monthly budget reports show support of literacy initiatives
- Documentation of monthly staff check ins
- Weekly PLC (Panther Hour): data drive 10-day instructional framework
- Administrative data review from Instructional Rounds
- Follow up / support: informal observations after job embedded PD to ensure teachers demonstrate understanding and correct implementation of strategies
- Progress monitor: Monthly STAR monitoring assessment to track Lexile growth [K-5]
- Progress monitor: Math assessment data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments
- Monthly Acknowledgements: Staff celebrations during monthly staff meeting (birthdays and LGT Awards)
- Measure student discipline data at the end of each quarter to track and monitor behavior

**Evidence of Progress:
Impact Check #2- Winter**

**Evidence of Success:
Impact Check #3- End of Year**

Initiatives:
What will we
do to achieve
success?

Community
& Family
Engagement



**COMMUNITY
COLLABORATION**

Increase community
engagement across the
district.

Critical actions: What major actions
will we complete and by when
(student groups)?

- Increase community partnerships and engagement through SGT, parent liaison office, and community partnership offices.
- Highlight Park Street success and community / parent engagement in social media.
- Increased PTA participation and family engagement with quarterly events.
- Parent Engagement: Coffee with the Principal: Focused discussions, with parents, on Literacy, Math, and how to support at home. ESOL Parent Information Meetings.
- Parent teacher conferences twice a year: family engagement data talks for parents to learn and understand their child's academic progress.
- Communication: weekly principal newsletter, weekly grade level newsletter, monthly PTA newsletter, daily social media updates. All communication in English, Spanish, and Portuguese
- Kindergarten round-up and K-Camp to welcome and prepare incoming Kindergarten students
- Quarterly DLI Family Engagement Events

Evidence of progress: How will we
know that the initiative is working?
(Timeline)

- Title I and PTA parent sign-in logs.
- Social media engagement with community, district, and state audiences.
- Evidenced collaboration with community and PTA partnerships to support internal and external (field trips) enrichment activities.
- Community partners and PTA will attend and collaborate with school events to support school initiatives and student / family engagement.
- Monitor analytical data: Parent communication sent via Blackboard platform, social media, Panther Roar (student folders), and Class Dojo. Support English, Spanish, and Portuguese speaking families.
- Monitor: Parent attendance during parent - teacher conference weeks

Outcomes: What will success look if
we provide opportunities for all
children (student groups)?

- Increased community partnerships and engagement through SGT, parent liaison office, and community partnership offices.
- Increased number of PTA membership from Fall to Spring
- Increased parent / community attendance in school events
- By May 2024, based on Lexile, Park Street will increase the percentage of students reading at or above grade level.
- By May 2024, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished.

**Initiatives:
What will we
do to achieve
success?**

**Community
& Family
Engagement**



**COMMUNITY
COLLABORATION**

Increase community
engagement across the
district.

**Evidence of Progress:
Impact Check #1- Fall**


- Title I and PTA parent sign-in logs.
- Social media engagement with community, district, and state audiences.
- Evidenced collaboration with community and PTA partnerships to support internal and external (field trips) enrichment activities.
- Community partners and PTA will attend and collaborate with school events to support school initiatives and student / family engagement.
- Monitor analytical data: Parent communication sent via Blackboard platform, social media, Panther Roar (student folders), and Class Dojo. Support English, Spanish, and Portuguese speaking families.
- Monitor: Parent attendance during parent - teacher conference weeks

**Evidence of Progress:
Impact Check #2- Winter**

**Evidence of Success:
Impact Check #3- End of Year**

Initiatives:
What will we
do to achieve
success?

Transparent and
Equitable Use of
Consolidated
Funds


**FISCAL
RESPONSIBILITY**
Establish fiscal processes
that align to the needs of
students and staff.

Critical actions: What major actions
will we complete and by when?

- Effectively implement district bookkeeping processes (on-going)
- Monthly Bank Reconciliation reports from district office
- School Governance Team (SGT) budget overview and discussions during monthly meeting
- Track local, consolidated, and charter budgets with biweekly meetings with bookkeeper
- Budget was reviewed, approved, and voted on by School Governance Team Members (8/18/23)
- Building Leadership Team participated in discussions related to consolidated and charter expenditures (8/28/23)
- FTE - classroom models reflect state and district guidelines that maximize funding formula to leverage FTE for gifted, ESOL, EIP, and Special Education

Evidence of progress: How will we
know that the initiative is working?
(Timeline)

- Review of monthly Bank Reconciliation documentation (monthly)
- Financial update to SGT meeting [see monthly meeting notes]
- Monitor purchases requested through requisition forms (bi-weekly)
- Bi-weekly budget updates with bookkeeper
- Keeping Building Leadership Team informed of school expenditures through consolidated and charter updates (monthly)
- Online tracking of spending via Google Sheets spreadsheet (bi-weekly)
- Budget form submitted to district by September 30, 2022
- Monitor FTE counts from October and February count days (2x year)


Outcomes: What will success look if
we provide opportunities for all
children?

**Transparent and Equitable Use of
Consolidated & Charter Funds**

- Sound financial management and accounting: Transparent and legal use of funds.
- Spending of consolidated and charter funds will be directly connected to the School Improvement Plan goals related to literacy initiatives and support of new math standards. .

**Initiatives:
What will we
do to achieve
success?**

Transparent and
Equitable Use of
Consolidated
Funds


**FISCAL
RESPONSIBILITY**
Establish fiscal processes
that align to the needs of
students and staff.

**Evidence of Progress:
Impact Check #1- Fall**

- Effectively implement district bookkeeping processes
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**Evidence of Progress:
Impact Check #2- Winter**

**Evidence of Success:
Impact Check #3- End of Year**

Charter Funding - Strategic Support

-SGT Request Form-

Park Street Elementary School: SY 2022-2023

School:

Amount

Requested:

\$34,700.00

Date of SGT

Approval/Vote¹:

8/18/2023 - motioned carried 8-0

Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

For the 23-24 school year, Park Street will dedicate approximately 75% of its Charter budget for literacy initiatives connected to Literacy & Justice For All, literacy connected to its School Improvement Plan, and continued support of its Dual Language Immersion (DLI) program.

- Offer additional reading support through after school tutoring connected to MAP [Fall] Reading data.
- Support the work of Reading Specialists (instructional materials, resources, & professional development).

- The DLI program supports students seeking to become bi-lingual and bi-literate with the Spanish language.

The remaining (approximate) 25% of Charter funds will be utilized as follows:

- Funding enrichment activities for students connected to GA Standards of Excellence
- Expendable / consumable equipment as needed

Funding Activities: Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

Implementation: (Project Activities – including any Enhanced Roles ²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Approximately 75% <ul style="list-style-type: none"> Fall tutoring [8 weeks] explicit reading instruction: intervention & acceleration Support the work of Reading Specialists (instructional materials, resources, & professional development). The DLI program supports students that are seeking to become bi-lingual and bi-literate with the Spanish language. 	Student achievement, Human Capital, & Fiscal Responsibility Literacy & Justice For All and literacy connected to its School Improvement Plan, & continued support of its Dual Language Immersion (DLI) program.	<ul style="list-style-type: none"> Increase the percentage of students reading at or above grade level as measured by Fall to Winter MAP Measure Reading Specialist effectiveness based on monthly STAR assessment [Lexile levels] Monitoring DLI student growth in Reading as measured by Spanish MAP 	<ul style="list-style-type: none"> Increase the percentage of students reading at or above grade level as measured by MAP & Georgia Milestones Increase the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones Increase the number of students being able to read proficiently in Spanish as measured by Spanish MAP 	<ul style="list-style-type: none"> \$10,700.00 \$10,000.00 \$3,000.00 \$ 2,000.00
Approximately 25% <ul style="list-style-type: none"> Field Trips Camp Fortson-5th grade Starbase! In house field trips Expendable / consumable equipment 	Student achievement & Community Collaboration Funding enrichment activities for students connected to GA Standards of Excellence Expendable / consumable equipment as needed	<ul style="list-style-type: none"> Connecting real-world experiences to instructional standards off and on campus Improved grades and work habits Improved test scores 	<ul style="list-style-type: none"> Increase the percentage of students reading at or above grade level as measured by MAP & Georgia Milestones Increase the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones 	<ul style="list-style-type: none"> \$ 8,000.00 \$1,000.00

Charter Funding - Strategic Support -SGT Request Form (continued)-

Evaluation/RO²: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

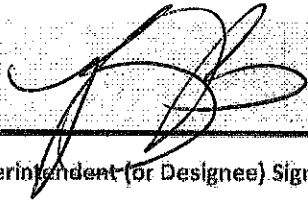
At SGT meetings, we will discuss budget updates and progress towards initiatives. Data will be shared and analyzed with SGT members after each benchmark period, and members will be given an opportunity to provide feedback. SGT members will be invited to visit the DLI programs and the experiential learning opportunities for students.



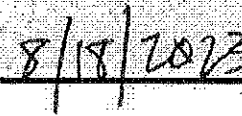
SGT Chair Signature



Principal Signature



Superintendent (or Designee) Signature



Date

¹ SGT approval of Charter Funding requests must be reflected in the SGT minutes.

² All Enhanced Roles must be reflected in the HR process for 2019-2020.

³ Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.