



**Marietta**  
city schools  
A Georgia Charter System

- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

# School Improvement Plan

School  
Name



Dunleith Elementary School

School  
Year

2023-2024



## Members of Dunleith's School Improvement Team

Rachel Brown-Miller Principal

Sharon Kleckley, SGT Teacher

Michelle Butler, SGT Certified Staff

Sarita Hunley, SGT Community Member

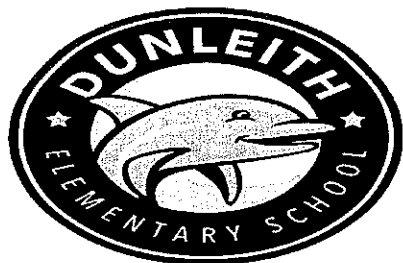
James Guthrie, Assistant Principal

Eushanda Barnwell-McCauley, Assistant  
Principal

Katina Douglas, SGT Teacher

Christine Joseph-Parent SGT

Crystal Gonzalez-Parent SGT



## Members:

Rachel Brown-Miller, Principal

*Rachel Brown-Miller*

Sharon Kleckley, SGT Teacher

*Sharon R. Kleckley*

Michelle Butler, SGT Certified Staff

*Michelle Butler*

Candice Jimerson-Johnson, SGT

*Candice Jimerson*  
Community Member



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James Guthrie, Assistant Principal

*James Guthrie*

Eushanda Barnwell-McCauley, Assistant

Principal

*Eushanda Barnwell-McCauley*

Katina Douglas, SGT Teacher

*Katina Douglas*

Cora Crumby-Parent SGT

*Cora Crumby* CANP-PC

Tashawna Laing-Parent SGT

*Tashawna Laing*



## Dunleith Elementary School's Mission Statement, Vision Statement, and Core Values

- **Dunleith's Mission Statement:**

- Dunleith is a safe place where we celebrate who we are and pursue excellence for all.

- **Dunleith's Vision Statement:**

- The students of Dunleith Elementary School engage in lifelong learning and are empowered to influence change in a global society.

- **Dunleith's Core Values:**

- Joy, Excellence, Community, Resilience

- **Declaración de la misión de Dunleith:**

- **Dunleith es un lugar seguro donde celebramos quiénes somos y perseguimos la excelencia para todos.**

- **Declaración de la visión de Dunleith:**

- **Los estudiantes de la Escuela Primaria Dunleith participan en el aprendizaje a lo largo de toda la vida y están facultados para influir en el cambio en una sociedad global.**

- **Valores fundamentales de Dunleith:**

- **Alegría, Excelencia, Comunidad, Resiliencia**



## Intent and Purpose Statement of the School Improvement Plan

The purpose of Dunleith Elementary School's School Improvement Plan is to growth and improvement in student achievement in reading and math in grades kindergarten through fifth grade. Dunleith's School Improvement Plan contains historical student achievement data; comparative student achievement data; demographic/subgroup student achievement data; growth student achievement data; and the action plan that we will implement and monitor to show growth and improvement in reading and math throughout the 2023-2024 school year.



## Dunleith's Demographic Information

- Dunleith Elementary School is a public school located in Marietta, GA, and the school is a part of Marietta City Schools.
- The student population of Dunleith Elementary School is 555 (9/06/23) and the school serves grades Kindergarten through fifth grade.
- The school's minority student enrollment is 94%.
- The student population is comprised of 46% female students and 54% male students.
- The school is identified as a Title I School. 83% of the students at Dunleith receive free and reduced meals as of 9/06/23.
- Dunleith has two Autism units and co-taught Special Education classes at each grade level.
- Dunleith has a Dual Language Immersion Program in grades K-4.
- Dunleith also serves gifted students in grades K-5 and has intermediate accelerated reading and math classes.
- Dunleith has a Talent Development Program to support high achieving students who do not qualify for gifted services but show strengths in gifted areas. The Talent Development Program is designed to expose the students to gifted activities and experiences created by our gifted teacher.
- Approximately 22% of the Dunleith's student population receives ESL services.
- 11% of our students receive special education services.



## Student Academic Achievement Goals for the 2023-2024 School Year

### **Reading/Language Arts Student Academic Achievement Goal in Grades K-5 for the 2023-2024 School Year**

50-70% of students will achieve their Grade-Level RIT/Lexile score as indicated on the MAP Reading Assessment and or an adequate Reading/Language Arts GA Milestones Scores by May 2024. (Please note the GA Milestones Summer School Student Achievement Scores in Reading).

### **Math Student Academic Achievement Goal in Grades K-5 for the 2023-2024 School Year**

50-70% of students will achieve their Grade-Level RIT Score and or an adequate GA Milestones Score as indicated on the Math MAP Assessment and or the GA Milestones Math Assessment by May 2024 (please note the GA Milestones Summer School Student Achievement Scores in Math).



## Dunleith's School Initiatives and Innovations for the 2023-2024 School Year



1. Improve academic achievement in Reading/ELA by using Science of Reading Materials and other Reading/ELA Resources and attend Professional Development sessions.
2. Improve academic achievement in Math by creating a math PLC at Dunleith; utilizing various math resources; and participating in math professional development.
3. Create and implement a School Master-Schedule that focuses on small-group instruction in reading and math in grades K-3 and create a daily time for fourth and fifth grade students to receive additional support in reading/language arts, math, science and social studies.
4. Provide opportunities for grade levels and PLCs to collaborate and plan for instruction throughout the school year.
5. Provide ongoing training for all staff in various Science of Reading Strategies, Morpheme Magic strategies and writing strategies.
6. Purchase various Reading/ELA, math, social studies, science and writing materials to support instruction in all grade levels.
7. Purchase various content area resources for our Dual Language Immersion Classes (K-5).
8. Dual Language Immersion Teachers, ESL Teachers and our Reading/ELA Coach will attend a National Dual Language Immersion Conference and share information from the Conference with other teachers and students. They will share strategies and other information from attending the national conference.
9. ESL Teachers, Special Education Teachers, Gifted Teachers and Science Teachers will attend various conferences and share information from the Conference with other teachers and students.
10. Plan and implement opportunities for celebrations to highlight staff and student achievement and positive behavioral progress of students.
11. Increase Community involvement by working collaboratively with local organizations to identify and support the needs of Dunleith Elementary School and then develop an action plans including activities and events to fulfill those needs.





## Dunleith's Student Demographic Information for the 2023-2024 School Year

<b>Number of Students as of 9/06/23</b>	<b>555</b>
Asian	0.7%
Black	51.0%
Hispanic	39.3%
White	4.9%
Other	4.1%
English Learner	22.0%
Students with disabilities	11.4%
Gifted	2.5%
Economically Disadvantaged	82.9%



## Historical GA Milestones Student Achievement Data 2021-2023 Needs Assessment

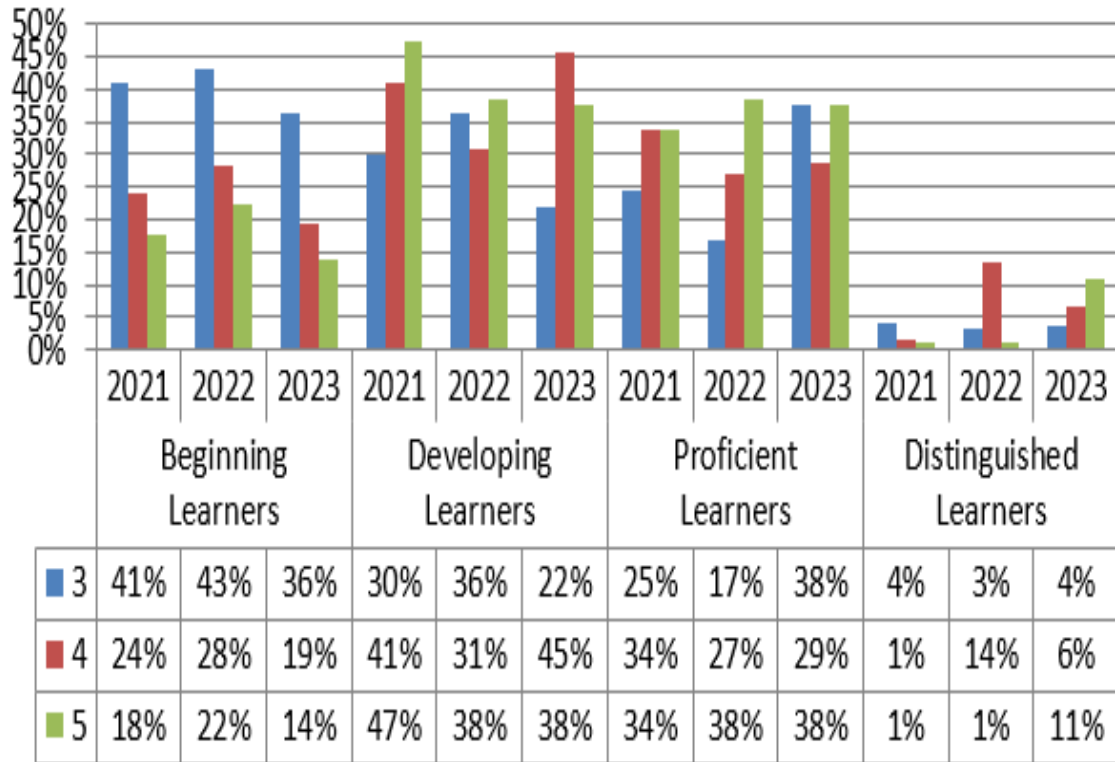


	Mean Scale Score & Percentag e	Mean Scale Score & Percentag e	Mean Scale Score & Percentag e	Distinguished & Proficient Change		Mean Scale Change	
	2021	2022	2023	2021 to 2022	2022-2023	2021 to 2022	2022-2023
ELA 3	494 (29%)	485 (20%)	501 (42%)	-9%	22%	-9	16
ELA 4	502 (35%)	511 (41%)	504 (35%)	6%	-6%	9	-7
ELA 5	508 (35%)	510 (40%)	522 (49%)	5%	9%	2	12
MATH 3	508 (34%)	507 (35%)	530 (56%)	1%	21%	-1	23
MATH 4	507 (42%)	530 (53%)	497 (26%)	11%	-27%	23	-33
MATH 5	507 (33%)	518 (46%)	517 (38%)	13%	-8	11	-1
Science 5	492 (30%)	498 (28%)	515 (36%)	-2%	8	6	17

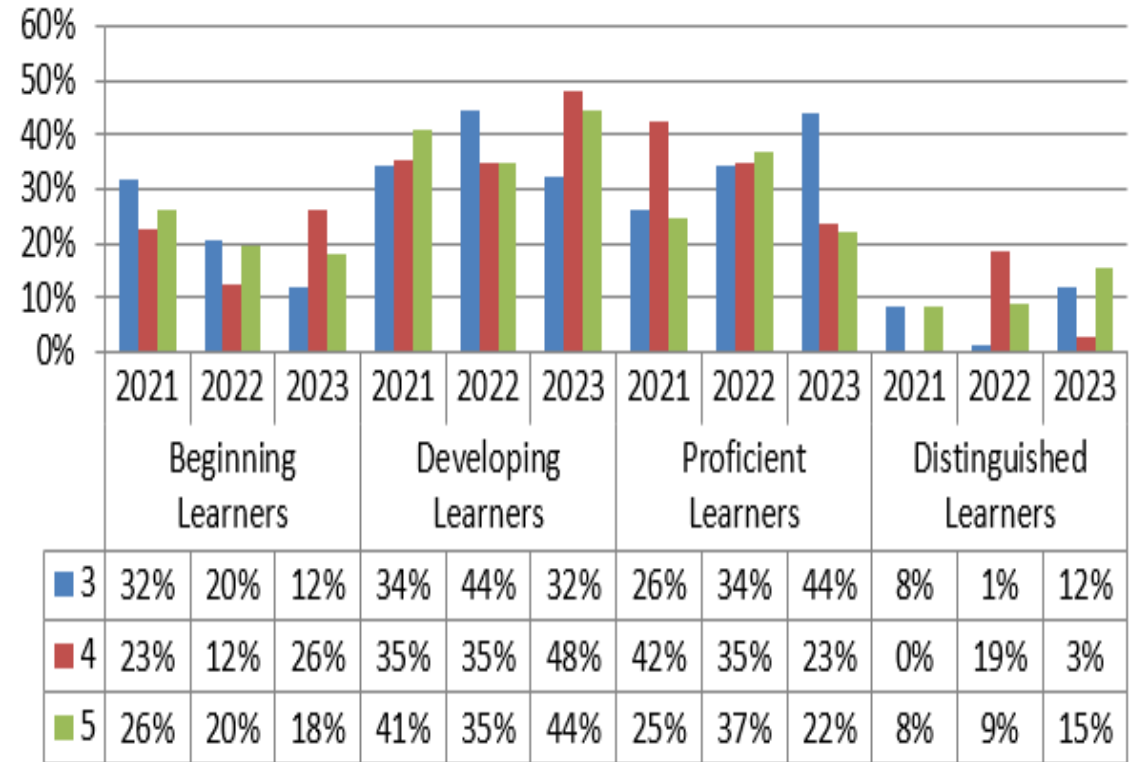


# GA Milestones Dunleith Historical Student Achievement Data Spring 2023 Needs Assessment

## English Language Arts



## Math

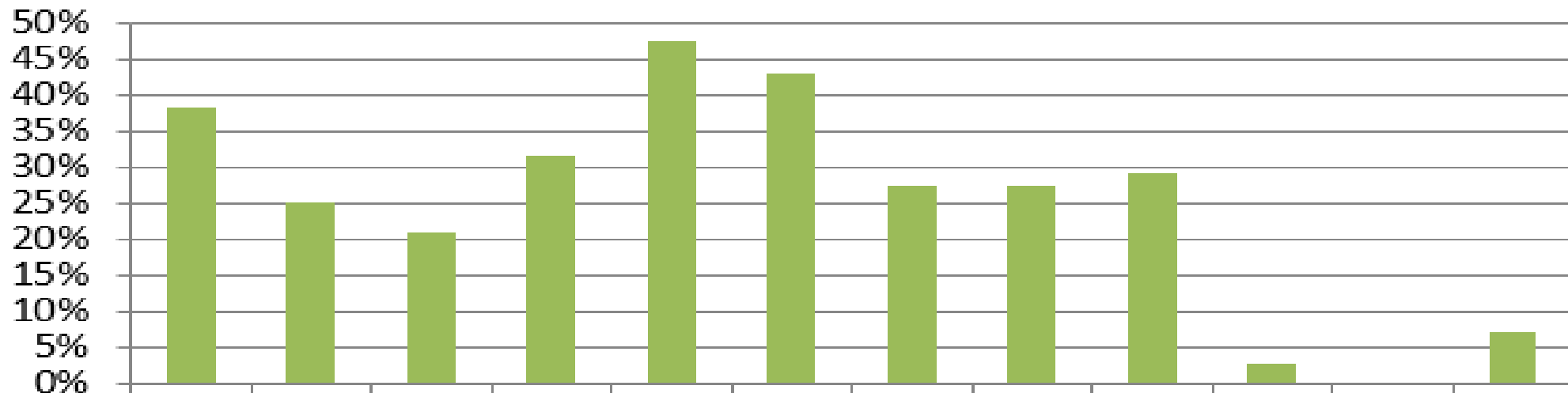




# Historical Dunleith GA Milestones Science Student Achievement Data Spring 2023 Needs Assessment



## Grade 5 Science



■ Science	38%	25%	21%	32%	48%	43%	27%	28%	29%	3%	0%	7%
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## GA Milestones Spring Reading/ELA and Math 2023 Cut Scores for each Achievement Level

The following table explains the cut score needed to obtain Developing Learner, Proficient Learner and Distinguished Learner for each content and grade level. The table also has the Lowest Obtainable Scale Score (LOSS) and the Highest Obtainable Scale Score (HOSS).

Content Area	Grade	Lowest Obtainable Scale Score (LOSS)	Developing Learner Cut Score	Proficient Learner Cut Score	Distinguished Learner Cut Score	Highest Obtainable Scale Score (HOSS)
English Language Arts	Grade 3	180	475	525	581	830
	Grade 4	210	475	525	574	775
	Grade 5	210	475	525	587	760
	Grade 6	140	475	525	599	820
	Grade 7	165	475	525	592	785
	Grade 8	225	475	525	581	730
Mathematics	Grade 3	290	475	525	580	705
	Grade 4	270	475	525	585	715
	Grade 5	265	475	525	580	725
	Grade 6	285	475	525	580	700
	Grade 7	265	475	525	580	740
	Grade 8	275	475	525	579	755
Science	Grade 5	160	475	525	595	780
	Grade 8	165	475	525	593	785
	Physical Science	145	475	525	604	815
Social Studies	Grade 8	240	475	525	572	715



## GA Milestones Reading/Language Arts Average Mean Scale Scores Comparative Student Achievement Data Spring 2023 Needs Assessment

Average of Mean Scale Score												
ELA	Grade 3			Grade 4			Grade 5			2022 to 2023 Change		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	Grade 3	Grade 4	Grade 5
<b>State</b>	500	499	503	504	504	504	510	512	512	4	0	0
<b>MCS</b>	503	498	518	506	510	510	517	516	516	20	0	0
<b>ALB</b>		494	541	498	506	504	532	519	527	47	-2	8
<b>DL</b>	494	485	501	502	511	504	508	510	522	16	-7	12
<b>HH</b>	491	508	509	486	511	503	498	514	519	1	-8	5
<b>LH</b>	472	458	457	470	472	479	487	483	475	-1	7	-8
<b>MCAA</b>	563	562	577	570	575	571	560	566	581	15	-4	15
<b>PS</b>	463	467	486	475	471	477	489	489	485	19	6	-4
<b>SR</b>	484	491	499	496	491	499	491	505	492	8	8	-13
<b>WS</b>	545	546	574	536	550	546	554	548	551	28	-4	3



## GA Milestones Reading/ELA Percent of Proficient and Distinguished Learners Comparative Student Achievement Data Spring 2023 Needs Assessment

Percent of Proficient and Distinguished Learners												
ELA	Grade 3			Grade 4			Grade 5			2022 to 2023 Change		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	Grade 3	Grade 4	Grade 5
State	36%	36%	39%	37%	38%	36%	39%	41%	42%	3%	-2%	1%
MCS	36%	36%	48%	39%	41%	41%	44%	46%	44%	12%	0%	-2%
ALB		34%	60%	38%	32%	36%	62%	45%	50%	26%	4%	5%
DL	29%	20%	42%	35%	41%	35%	35%	40%	49%	22%	-6%	9%
HH	26%	31%	37%	28%	44%	32%	33%	40%	44%	6%	-12%	4%
LH	14%	10%	13%	12%	16%	17%	14%	21%	14%	3%	1%	-7%
MCAA	85%	82%	89%	88%	92%	92%	88%	89%	94%	7%	0%	5%
PS	12%	22%	22%	18%	8%	18%	21%	23%	21%	0%	10%	-2%
SR	20%	30%	36%	24%	27%	29%	21%	32%	28%	6%	2%	-4%
WS	61%	63%	82%	64%	65%	72%	73%	73%	65%	19%	7%	-8%



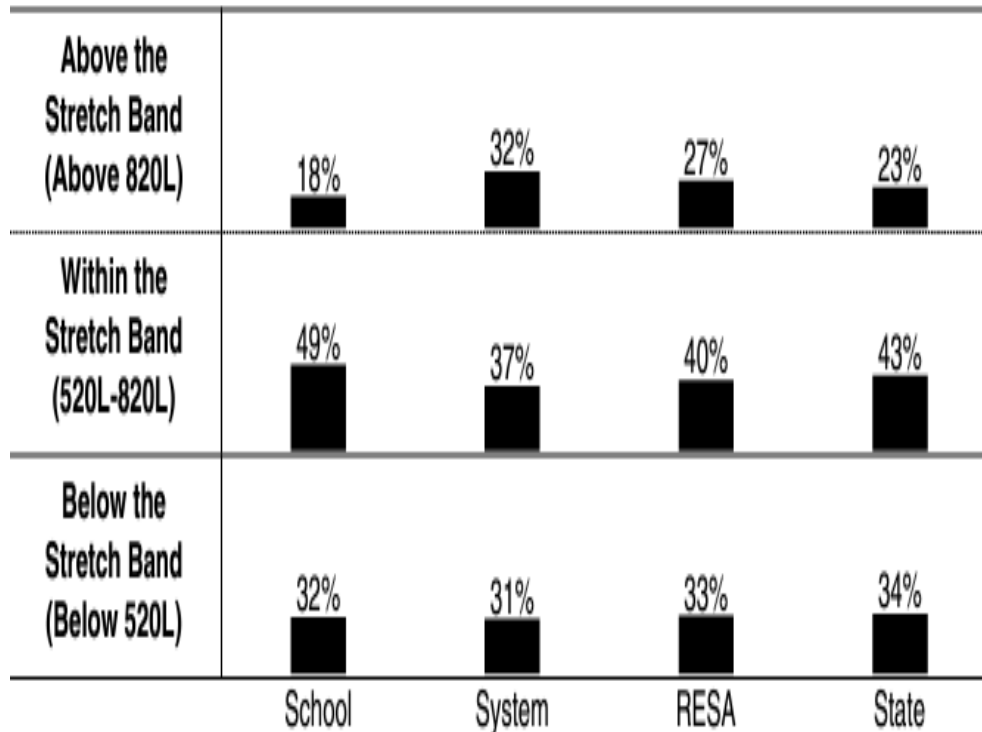


# GA Milestones Third Grade Reading/ELA Lexile Distribution

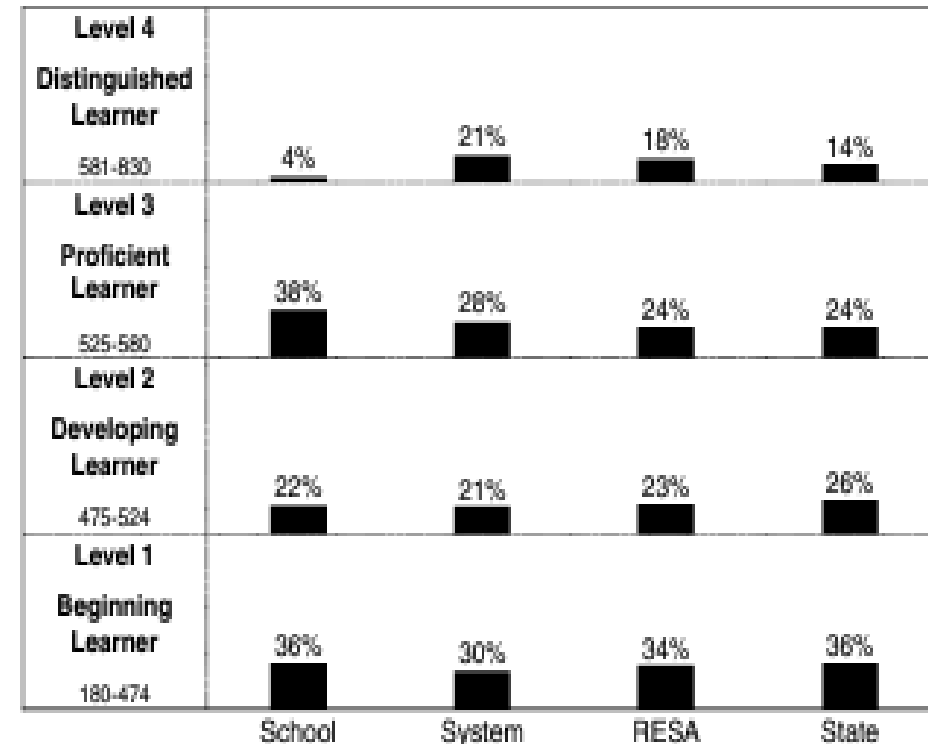
## Student Achievement Comparative Data Spring 2023

### Needs Assessment

### Lexile Distribution



### Percentage of Students by Achievement Level







# GA Milestones Third Grade Reading/ELA Norm-Referenced Performance Student Achievement Comparative Data Spring 2023 Needs Assessment

## Norm-Referenced Performance

	School	System	RESA	State
<b>Median National Percentile</b>	39	42	34	31
<b>Mean Normal Curve Equivalent</b>	40.4	45.3	42.1	40.5



# GA Milestones Third Grade Reading/Language Arts Student Achievement Comparative Data Spring 2023 Needs Assessment

## Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	77	57	25	18
System	622	49	19	32
RESA	49,458	55	18	27
State	124,232	58	19	23

	Number of Students	Key Ideas and Details			Craft and Structure/Integration of Knowledge and Ideas			Vocabulary Acquisition and Use		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	77	58	29	13	51	42	8	42	21	38
System	622	51	24	25	45	31	24	42	22	36
RESA	49,458	57	23	21	49	29	22	46	25	29
State	124,232	60	23	18	52	30	18	47	25	27

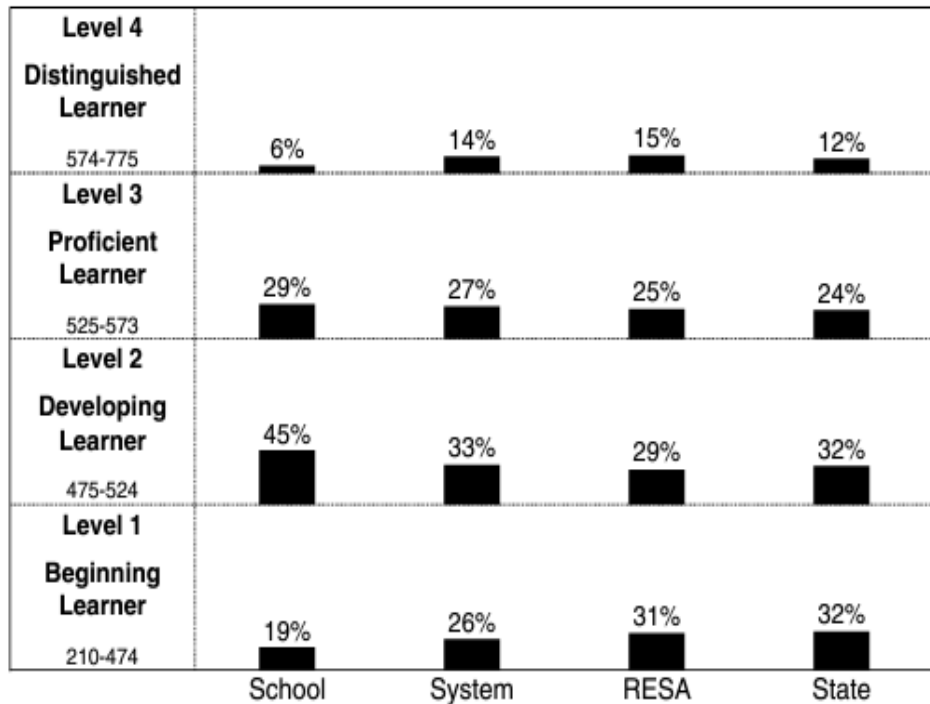
	Number of Students	Reading Literary Text			Reading Informational Text		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	77	60	26	14	53	34	13
System	622	51	21	27	47	25	27
RESA	49,458	57	20	24	52	25	23
State	124,232	60	20	20	55	25	20



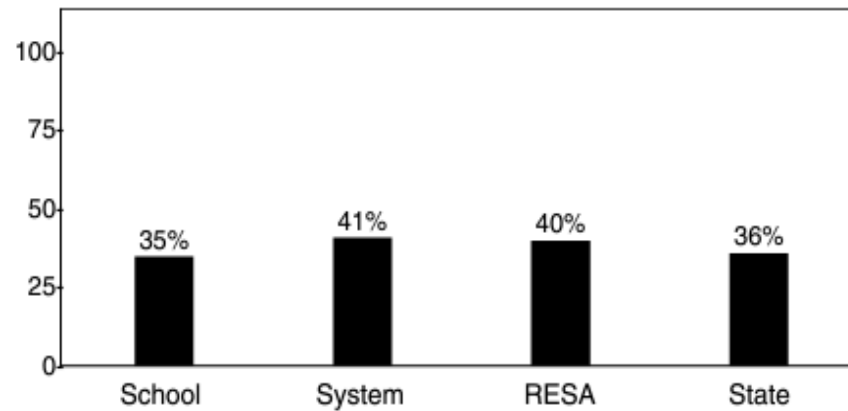


# GA Milestones Fourth Grade Reading/ELA Lexile Distribution Student Achievement Comparative Data Spring 2023 Needs Assessment

**Percentage of Students by Achievement Level**



**Percentage of Students Proficient (Levels 3 & 4)**



**Norm-Referenced Performance**

	School	System	RESA	State
<b>Median National Percentile</b>	36	37	37	33
<b>Mean Normal Curve Equivalent</b>	41.3	44.8	44.2	42.4



# GA Milestones Fourth Grade Reading/Language Arts Student Achievement Comparative Data Spring 2023 Needs Assessment

## Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	77	64	25	12
System	650	56	20	23
RESA	49,826	54	19	26
State	124,831	59	19	22

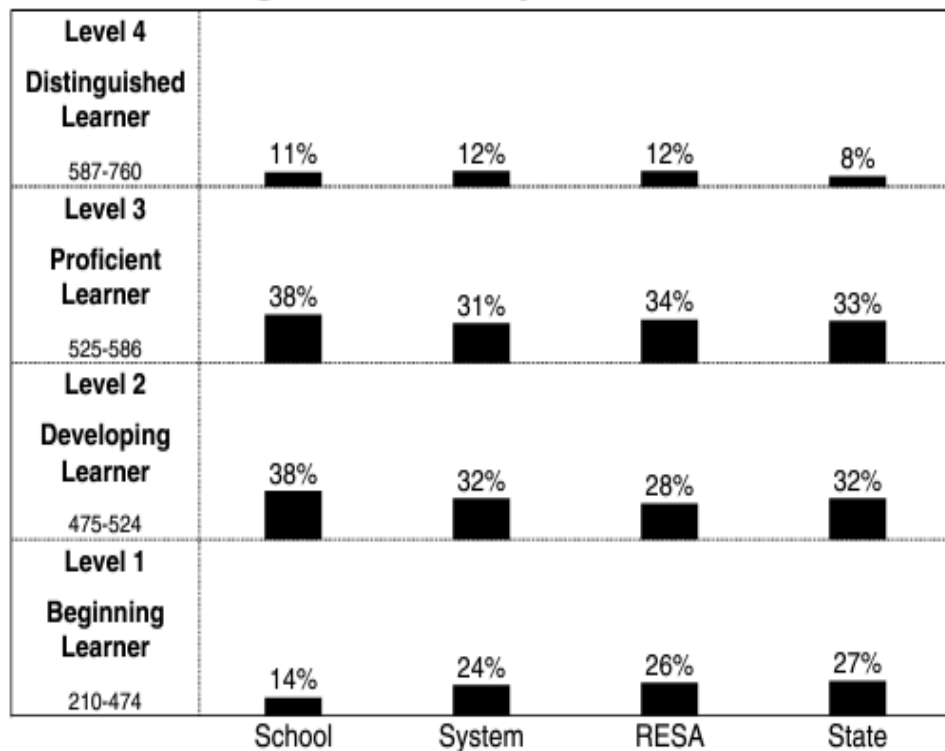
	Number of Students	Key Ideas and Details			Craft and Structure/Integration of Knowledge and Ideas			Vocabulary Acquisition and Use		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	77	61	34	5	48	42	10	56	29	16
System	650	54	32	14	46	39	15	48	34	18
RESA	49,826	54	29	17	47	35	17	47	33	21
State	124,831	58	28	14	52	34	14	49	33	18

	Number of Students	Reading Literary Text			Reading Informational Text		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	77	60	31	9	66	27	6
System	650	54	27	19	57	32	11
RESA	49,826	53	25	22	56	30	14
State	124,831	57	25	19	60	29	11

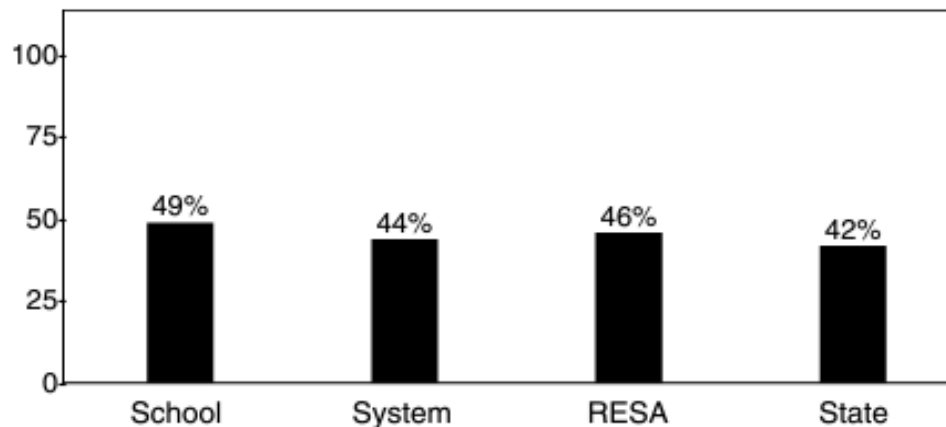


# GA Milestones Fifth Grade Reading/Language Arts Student Achievement Comparative Data Spring 2023 Needs Assessment

**Percentage of Students by Achievement Level**



**Percentage of Students Proficient (Levels 3 & 4)**



**Norm-Referenced Performance**

	School	System	RESA	State
<b>Median National Percentile</b>	54	45	47	42
<b>Mean Normal Curve Equivalent</b>	51.5	48.8	48.7	46.5



# GA Milestones Fifth Grade Reading/Language Arts Student Achievement Comparative Data Spring 2023 Needs Assessment



**Percentage of Students in Each Mastery Category**

	Number of Students	Reading & Vocabulary		
		Remediate Learning	Monitor Learning	Accelerate Learning
<b>School</b>	72	54	28	18
<b>System</b>	668	56	20	24
<b>RESA</b>	50,726	53	21	27
<b>State</b>	126,614	57	21	22

	Number of Students	Key Ideas and Details			Craft and Structure/Integration of Knowledge and Ideas			Vocabulary Acquisition and Use		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
<b>School</b>	72	50	42	8	49	40	11	54	31	15
<b>System</b>	668	50	33	17	56	30	13	50	28	22
<b>RESA</b>	50,726	48	34	18	55	30	15	51	30	19
<b>State</b>	126,614	52	33	14	60	28	12	53	29	18

	Number of Students	Reading Literary Text			Reading Informational Text		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
<b>School</b>	72	56	33	11	42	40	18
<b>System</b>	668	54	31	15	50	28	22
<b>RESA</b>	50,726	52	31	16	48	28	24
<b>State</b>	126,614	56	30	14	52	28	20









## GA Milestones Spring Reading/ELA and Math 2023 Cut Scores for each Achievement Level

The following table explains the cut score needed to obtain Developing Learner, Proficient Learner and Distinguished Learner for each content and grade level. The table also has the Lowest Obtainable Scale Score (LOSS) and the Highest Obtainable Scale Score (HOSS).

Content Area	Grade	Lowest Obtainable Scale Score (LOSS)	Developing Learner Cut Score	Proficient Learner Cut Score	Distinguished Learner Cut Score	Highest Obtainable Scale Score (HOSS)
English Language Arts	Grade 3	180	475	525	581	830
	Grade 4	210	475	525	574	775
	Grade 5	210	475	525	587	760
	Grade 6	140	475	525	599	820
	Grade 7	165	475	525	592	785
	Grade 8	225	475	525	581	730
Mathematics	Grade 3	290	475	525	580	705
	Grade 4	270	475	525	585	715
	Grade 5	265	475	525	580	725
	Grade 6	285	475	525	580	700
	Grade 7	265	475	525	580	740
	Grade 8	275	475	525	579	755
Science	Grade 5	160	475	525	595	780
	Grade 8	165	475	525	593	785
	Physical Science	145	475	525	604	815
Social Studies	Grade 8	240	475	525	572	715



## GA Milestones Math Percent of Proficient and Distinguished Learners Student Achievement Comparative Data Needs Assessment



Percent of Proficient and Distinguished Learners												
Math	Grade 3			Grade 4			Grade 5			2022 to 2023 Change		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	Grade 3	Grade 4	Grade 5
State	38%	43%	46%	43%	44%	46%	35%	37%	37%	3%	2%	0%
MCS	42%	47%	55%	45%	50%	52%	38%	47%	43%	8%	2%	-4%
ALB		45%	53%	32%	34%	51%	46%	42%	46%	8%	17%	4%
DL	34%	35%	56%	42%	53%	26%	33%	46%	38%	21%	-27%	-9%
HH	38%	49%	41%	31%	56%	39%	31%	22%	42%	-8%	-17%	20%
LH	20%	25%	16%	17%	26%	38%	10%	19%	17%	-9%	12%	-2%
MCAA	71%	85%	93%	87%	93%	97%	68%	87%	80%	8%	4%	-7%
PS	28%	37%	47%	36%	41%	40%	17%	36%	35%	10%	-1%	-1%
SR	32%	39%	44%	33%	34%	41%	22%	48%	32%	5%	7%	-16%
WS	68%	74%	85%	73%	64%	80%	67%	67%	67%	11%	16%	0%



## GA Milestones Math Average Mean Scale Scores Student Achievement Comparative Data Needs Assessment

Average of Mean Scale Score												
Math	Grade 3			Grade 4			Grade 5			2022 to 2023 Change		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	Grade 3	Grade 4	Grade 5
State	514	519	522	517	520	523	508	511	512	3	3	1
MCS	517	523	534	519	528	530	512	524	521	11	2	-3
ALB		522	533	510	518	524	517	522	536	11	6	14
DL	508	507	530	507	530	497	507	518	517	23	-33	-1
HH	513	524	520	504	529	520	501	497	520	-4	-9	23
LH	492	499	487	489	498	511	475	486	480	-12	13	-6
MCAA	549	561	590	567	587	585	544	572	576	29	-2	4
PS	504	511	519	506	512	510	489	511	504	8	-2	-7
SR	508	514	518	513	509	523	494	521	503	4	14	-18
WS	548	557	568	547	545	562	556	553	558	11	17	5

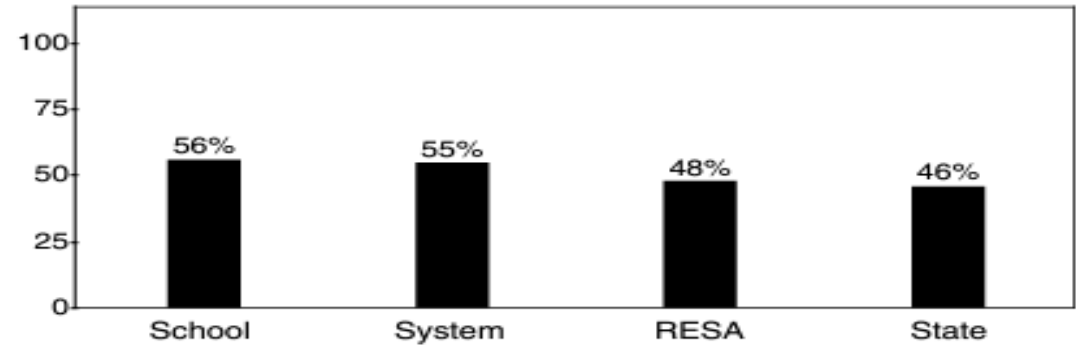


## GA Milestones Third Grade Math Student Achievement Data Needs Assessment

**Percentage of Students by Achievement Level**

Achievement Level	School	System	RESA	State
<b>Level 4</b> Distinguished Learner 580-705	12%	22%	18%	15%
<b>Level 3</b> Proficient Learner 525-579	44%	33%	30%	31%
<b>Level 2</b> Developing Learner 475-524	32%	29%	31%	34%
<b>Level 1</b> Beginning Learner 290-474	12%	17%	21%	20%

**Percentage of Students Proficient (Levels 3 & 4)**



**Norm-Referenced Performance**

	School	System	RESA	State
<b>Median National Percentile</b>	62	64	56	54
<b>Mean Normal Curve Equivalent</b>	55.8	56.5	52.7	51.7



# GA Milestones Third Grade Math Content Areas Student Achievement Comparative Data Needs Assessment

## Domain Performance Percentage of Students in Each Mastery Category\*

	Number of Students	Operations and Algebraic Thinking			Number and Operations			Measurement and Data			Geometry		
		1	2	3	1	2	3	1	2	3	1	2	3
School	77	36	32	31	45	32	22	40	32	27	42	48	10
System	622	38	24	38	41	28	31	44	23	34	41	40	19
RESA	49,405	45	24	31	50	22	28	49	23	28	44	39	17
State	124,104	46	26	28	51	23	26	51	25	24	46	39	15

\*Domain Mastery:  
 1 = Remediate Learning  
 2 = Monitor Learning  
 3 = Accelerate Learning



# GA Milestones Science: Percent of Proficient and Distinguished Learners

## Student Achievement Comparative Data

### Needs Assessment

Percent of Proficient and Distinguished Learners				
Science	Grade 5			2022 to 2023 Change
	2021	2022	2023	Grade 5
State	38%	39%	40%	1%
MCS	39%	39%	32%	-7%
ALB	42%	32%	35%	3%
DL	30%	28%	36%	8%
HH	24%	31%	15%	-16%
LH	16%	13%	15%	2%
MCAA	80%	75%	81%	6%
PS	21%	32%	20%	-12%
SR	7%	30%	8%	-22%
WS	71%	69%	51%	-18%



## GA Milestones Science Average Mean Scale Scores Student Achievement Comparative Data – Needs Assessment

Average of Mean Scale Score				
Science	Grade 5			2022 to 2023 Change
	2021	2022	2023	Grade 5
State	506	510	509	-1
MCS	505	506	498	-8
ALB	511	500	511	11
DL	492	498	515	17
HH	487	501	483	-18
LH	473	462	459	-3
MCAA	569	558	564	6
PS	475	496	478	-18
SR	464	495	464	-31
WS	544	546	529	-17



## Spring 2023 GA Milestones- Third Grade Students Total Number of Students

### Percentage of Students Scoring at each Achievement Level Needs Assessment

2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
All 3rd Grade Students - Total 77 ELA GA Milestones	36%	22%	38%	4%
All 3rd Grade Students – Total 77 Math GA Milestones	12%	32%	44%	12%





Spring 2023 GA Milestones- Fourth Grade Students  
Total Number of Students  
Percentage of Students Scoring at each Achievement Level



2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
All 4 <sup>th</sup> Grade Students - Total 77 ELA GA Milestones	19%	45%	29%	6%
All 4 <sup>th</sup> Grade Students – Total 77 Math GA Milestones	26%	48%	23%	3%



# Spring 2023 GA Milestones- Fifth Students

## Total Number of Students



### Percentage of Students Scoring at each Achievement Level

2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
All 5 <sup>th</sup> Grade Students - Total 72 ELA GA Milestones	14%	38%	38%	11%
All 5 <sup>th</sup> Grade Students – Total 72 Math GA Milestones	18%	44%	22%	15%
All 5 <sup>th</sup> Grade Students – Total 72 Science GA Milestones	21%	43%	29%	7%



# Spring 2023 GA Milestones- Third Grade Students

## Gender Sub-Group Student Achievement Data

### Percentage of Students Scoring at each Achievement Level

2023 GA Milestones ELA Total 77 Students Math Total 77 Students	Beginning	Developing	Proficient	Distinguished
3 <sup>rd</sup> Grade 44 Female Students ELA Mean Scale Score: 499	39%	20%	36%	5%
3 <sup>rd</sup> Grade 33 Male Students ELA Mean Scale Score: 505	33%%	24%	39%	3%
3 <sup>rd</sup> Grade 44 Female Students Math Mean Scale Score: 523	14%	36%	43%	7%
3 <sup>rd</sup> Grade 33 Male Students Math Mean Scale Score: 538	9%	27%	45%	18%



# Spring 2023 GA Milestones- Fourth Grade Students

## Gender Sub-Group Student Achievement Data

### Percentage of Students Scoring at each Achievement Level

<b>2023 GA Milestones</b> <b>ELA Total 77 Students</b> <b>Math Total 77 Students</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4th Grade 42 Female Students</b> <b>ELA Mean Scale Score: 516</b>	14%	38%	36%	12%
<b>4<sup>th</sup> Grade 35 Male Students</b> <b>ELA Mean Scale Score: 489</b>	26%	54%	20%	0%
<b>3<sup>rd</sup> Grade 42 Female Students</b> <b>Math Mean Scale Score: 502</b>	21%	48%	26%	5%
<b>3<sup>rd</sup> Grade 35 Male Students</b> <b>Math Mean Scale Score: 492</b>	31%	49%	20%	0%



# Spring 2023 GA Milestones- Fifth Grade Students

## Gender Sub-Group Student Achievement Data

### Percentage of Students Scoring at each Achievement Level

2023 GA Milestones ELA Total 72 Students Math Total 72 Students	Beginning	Developing	Proficient	Distinguished
5th Grade 42 Female Students ELA Mean Scale Score: 530	12%	33%	38%	17%
5 <sup>th</sup> Grade 30 Male Students ELA Mean Scale Score: 511	17%	43%	37%	3%
5th Grade 42 Female Students Math Mean Scale Score: 521	14%	45%	21%	19%
5th Grade 30 Male Students Math Mean Scale Score: 511	23%	43%	23%	19%



# Spring 2023 GA Milestones- Third Grade Students

## Demographic Sub-Group Student Achievement Data

### Percentage of Students Scoring at each Achievement Level

2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
3 <sup>rd</sup> Grade -Black-ELA 41 students	32%	27%	34%	7%
3 <sup>rd</sup> Grade-Black-Math 41 students	15%	32%	39%	15%
3 <sup>rd</sup> Grade Hispanic-ELA 26 students	46%	15%	38%	0%
3 <sup>rd</sup> Grade Hispanic Math 26 students	12%	35%	50%	4%



# Spring 2023 GA Milestones- Fourth Grade Students Demographic Sub-Group Student Achievement Data Percentage of Students Scoring at each Achievement Level



2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
2021 GA Milestones	Beginning	Developing	Proficient	Distinguished
4 <sup>th</sup> Grade -Black-ELA 49 students	22%	43%	31%	4%
4 <sup>th</sup> Grade-Black Math 49 students	39%	43%	16%	2%
4 <sup>th</sup> Grade Hispanic-ELA 23 students	13%	52%	22%	13%



# Spring 2023 GA Milestones- Fifth Grade Students Demographic Sub-Group Student Achievement Data



## Percentage of Students Scoring at each Achievement Level Needs Assessments

2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
5 <sup>th</sup> Grade -Black-ELA 38 students	15%	38%	38%	9%
5 <sup>th</sup> Grade-Black-Math 47 students	23%	40%	34%	2%
5 <sup>th</sup> Grade Black Math 34 students	26%	41%	21%	12%
5 <sup>th</sup> Grade Hispanic Math 34 students	9%	50%	26%	15%





# Spring 2023 GA Milestones- ELL Student Sub-Group Student Achievement Data

## Percentage of Students Scoring at each Achievement Level Needs Assessment

2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
3 <sup>rd</sup> Grade ELL-ELA 14 students		*subgroup size too small		
3 <sup>rd</sup> Grade ELL-Math 14 Students		*subgroup size too small		
4 <sup>th</sup> Grade ELL ELA 11 Students		*subgroup size too small		
4 <sup>th</sup> Grade ELL Math 11 Students		*subgroup size too small		
5 <sup>th</sup> Grade ELL 10 students		*subgroup size too small		
5 <sup>th</sup> Grade ELL 13 students		*subgroup size too small		



# Spring 2023 GA Milestones- Special Education Sub-Group

## Student Achievement Data Percentage of Students Scoring at each Achievement Level Needs Assessment

2023 GA Milestones	Beginning	Developing	Proficient	Distinguished
3 <sup>rd</sup> Grade 6 Special Education Students ELA	*subgroup size too small			
3 <sup>rd</sup> Grade 6 Special Education Students Math	*subgroup size too small			
4 <sup>th</sup> Grade 6 Special Education Students ELA	*subgroup size too small			
4 <sup>th</sup> Grade 6 Special Education Students Math	*subgroup size too small			
5 <sup>th</sup> 7 Special Education Students ELA	*subgroup size too small			
5 <sup>th</sup> 7 Special Education Students Math	*subgroup size too small			



# Dunleith Student Growth Summary Data ELA Fall 2023



## Student Growth Summary Report

Aggregate by School

Term: Fall 2023-2024  
District: Marietta City Schools

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2022 - Fall 2023  
Weeks of Instruction: Start - 4 (Fall 2022)  
End - 4 (Fall 2023)

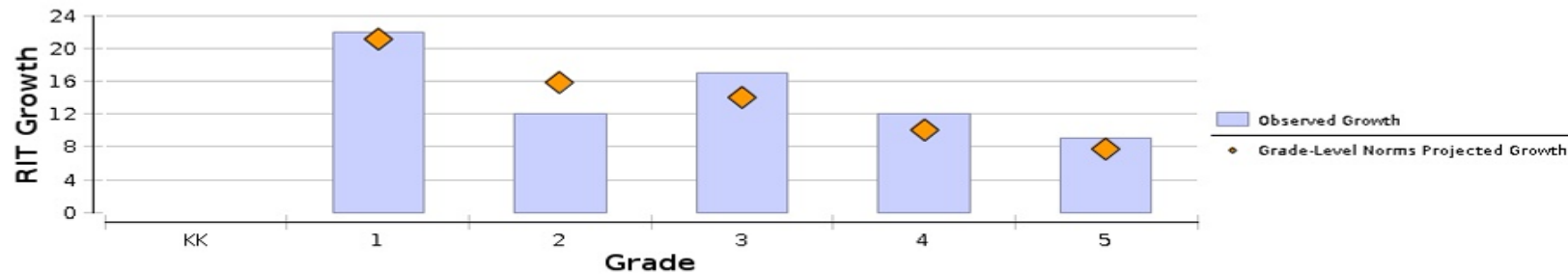
Grouping: None  
Small Group Display: No

### Dunleith Elementary

Language Arts:  
Reading

Grade (Fall 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
KK	5	*			*				*				*				
1	77	134.6	10.3	35	156.6	11.5	55	22	1.0	21.1	0.28	61	77	39	51	49	
2	85	152.7	11.4	28	164.8	14.1	12	12	1.2	15.8	-1.57	6	85	29	34	35	
3	76	165.4	12.8	14	182.7	13.0	29	17	1.1	14.1	1.50	93	76	51	67	64	
4	59	190.6	15.8	71	202.9	13.3	81	12	1.0	10.1	1.19	88	59	38	64	59	
5	57	195.7	12.0	45	204.2	15.0	48	9	1.3	7.7	0.59	72	57	31	54	57	

### Language Arts: Reading



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.  
 \*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Dunleith Student Growth Summary Data Math Fall 2023



## Student Growth Summary Report

Aggregate by School

Term: Fall 2023-2024  
District: Marietta City Schools

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2022 - Fall 2023  
Weeks of Instruction: Start - 4 (Fall 2022)  
End - 4 (Fall 2023)

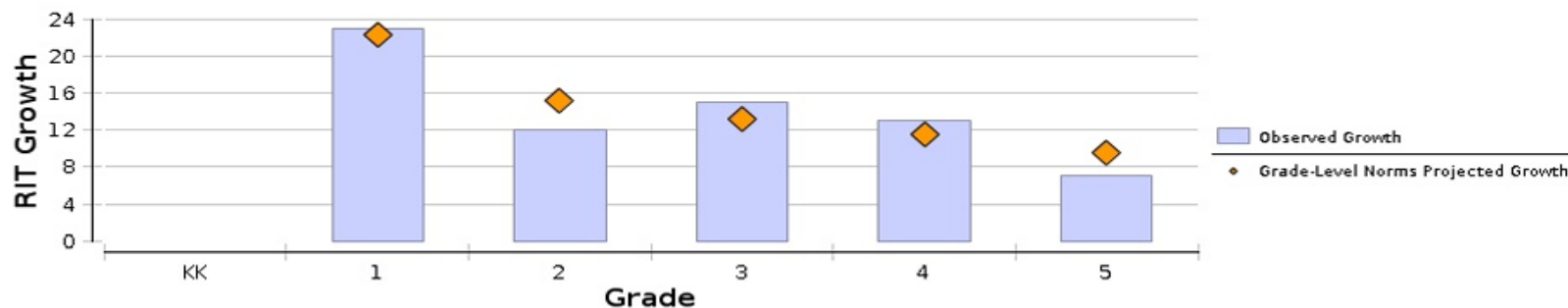
Grouping: None  
Small Group Display: No

### Dunleith Elementary

Math: Math K-12

Grade (Fall 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
KK	5	*			*												
1	76	137.9	11.1	38	160.9	11.9	56	23	0.9	22.3	0.26	60	76	46	61	57	
2	85	158.4	12.7	39	169.9	11.8	19	12	0.9	15.2	-1.60	5	85	32	38	33	
3	76	170.2	10.2	20	185.1	10.3	29	15	0.7	13.2	0.97	83	76	44	58	50	
4	59	189.6	11.5	57	202.8	11.8	69	13	0.8	11.5	1.13	87	59	37	63	57	
5	57	196.7	10.1	33	204.2	11.9	25	7	0.8	9.5	-1.48	7	57	21	37	33	

### Math: Math K-12



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.  
\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

# Strategic Plan:



**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)**

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

**School-wide Reading/Language Arts Student Academic Achievement Goal:** 50-70% of students will achieve their Grade-Level RIT/Lexile score as indicated on the MAP Reading Assessment (Grades K-2) and an adequate Reading/Language Arts GA Milestones Score by May 2024 (Grades 3-5)

**School-wide Math Student Academic Achievement Goal:** 50-70% of students will achieve their Grade-Level RIT Score and or an adequate GA Milestones Score as indicated on the Math MAP Assessment and or the GA Milestones Math Assessment by May 2024

- 1 Instructional Coach for ELA Grades K-5
- Utilize our Reading Specialists to support Reading Language Arts instruction in Grades K-5
- Plan and implement opportunities for staff team building, collaboration, data analysis and instructional planning.
- Plan and implement regular celebrations to highlight staff and student achievements.
- Improve academic achievement in Reading/ELA by using Science of Reading Materials and other Reading/ELA Resources

- 1 Instructional Coach for Math Grades K-5
- Improve academic achievement in Math by creating a math PLC at Dunleith; utilizing various math resources; and participating in math professional development sessions.

- Increase the number of community partnerships to provide services, support and establish opportunities to build a culture of collaboration and community between home and school.
- Provide more family events throughout the school year 15-20 opportunities for families to engage in different school events

- Plan and implement events that are representative of the diverse cultures and heritage of the families of Dunleith.
- Engage community partners to highlight varied services and resources within our community.
- Plan and implement transitional activities for incoming k students and rising 6<sup>th</sup> grade students.

- Ensure financial efficiency and equity of programs and supports to meet the needs of all students.
- Meet regularly with the Bookkeeper, Principal's Secretary and the Admin. to review the budget
- Create a spreadsheet of all financial transactions and review the information regularly

- Ensure financial efficiency and equity of programs and supports to meet the needs of all students.
- Meet regularly with the Bookkeeper, Principal's Secretary to review the budget
- Create a spreadsheet of all financial transactions and review the information regularly

- Skills and Standards-based ELA instruction with a focus on small group instruction in reading and math
- Implementation & review of Formative Assessment Data Cycle during PLC Meetings
- Targeted instructional walkthroughs with teacher feedback – focus on Tier I Instruction
- Support Students using Computer-Based Interventions in Reading & math with a focus on small group Teacher support

- Quarterly staff appreciation events
- Increase opportunities for staff voice through surveys and meetings with the Coaches and the Admin. team
- Provide Quarterly Planning Time
- Provide opportunities for vertical teaming.
- Provide ongoing training for paraprofessional staff.

- Recognize our Community Partners throughout the school year
- Meet with various community partners to support the needs of our student and family population

- Hired Dual Language Immersion Instructional Paraprofessional
- Hired a part-time teacher to focus on math and writing in grades 3-5
- Decodable Readers
- Assessment Platform
- Purchase Curriculum enrichment resources

- Standards-based math instruction
- Targeted instructional walkthroughs with teacher feedback
- Create a specific time during the school day for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students to receive support in reading and math POD Time

- Provide ongoing training for all staff in the Science of Reading
- Develop the capacity of teams to engage in high-functioning PLC Meetings and Activities

- Plan and implement School & PTA events that are reflective of the diverse cultures that make up the Dunleith community.

- Engage in fundraising activities that will help to support student and staff recognition throughout the school year.
- Purchase various Reading/ELA, math, social studies, science and writing materials to support instruction in all grade levels.

**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)?**

50-70% of students will achieve their Grade-Level RIT/Lexile score as indicated on the MAP Reading Assessment and or an adequate Reading/Language Arts GA Milestones Scores by May 2024. (Please note the GA Milestones Summer School Student Achievement Scores in Reading).



50-70% of students will achieve their Grade-Level RIT Score and or an adequate GA Milestones Score as indicated on the Math MAP Assessment and or the GA Milestones Math Assessment by May 2024 (please note the GA Milestones Summer School Student Achievement Scores in Math).

- Provide Opportunities for on-site and off-site professional learning to support reading and math instruction in grades K-5
  - Provide feedback and support of teachers' Tier I Instruction Quarter 1
  - Implementation of structured literacy practices & PD in grades K-3 throughout the school year
  - Utilize Morpheme Magic in grades 4-5 throughout the school year
  - Focus on Oral Language Development in all classrooms throughout the school year
  - Purchase Do the Math Program to support math instruction and students in the MTSS Process K-5
  - Create heterogeneous classes based on students' Lexile scores Spring Reading MAP and Spring EOG
  - AC math & AC ELA Instruction for students delivered by Gifted Teachers
  - Design a Master Schedule that includes Daily Small Reading and Math Group instruction for every student
  - DLI Teachers, ESL Teacher and ELA Coach attend national DLI Conference
  - Hire a part-time certified teacher to support math

- Provide Opportunities for on-site and off-site professional learning to support reading and math instruction in grades K-5
  - Purchase additional math resources that focus on number sense and number fluency
  - Science of Reading Pedagogy & Instructional Practices
  - Focus on small math group instruction in K-3
  - Frequent & Effective Use of math Manipulatives and District Resources
  - GLOSS Training for Paraprofessionals and teachers to support small group math instruction
- Purchase Do the Math Program to support math K-5 and students in the MTSS process

Increased number of Students show mastery and meet grade-level standards as demonstrated on formative and summative assessments and the Mid-Year MAP Reading/Language arts assessment.

Increased number of Students show mastery and meet grade-level standards as demonstrated on formative and summative assessments and the Mid-Year Math Map assessment.

Students will meet or exceed the school-wide grade-level goal in reading as indicated on the MAP reading assessment and or the GA Milestones reading/language arts assessment by May 2024.

Students will meet or exceed the school-wide grade-level goal in math as indicated on the MAP math assessment and or the math GA Milestones by May 2024



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

50-70% of students will achieve their Grade-Level RIT/Lexile score as indicated on the MAP Reading Assessment (Grades K-2) and an adequate Reading/Language Arts GA Milestones Score by May 2024 (Grades 3-5)



**STUDENT  
ACHIEVEMENT**

Prepare every student for college and career success.

50-70% of students will achieve their Grade-Level RIT Score and or an adequate GA Milestones Score as indicated on the Math MAP Assessment and or the GA Milestones Math Assessment by May 2024 (please note the GA Milestones Summer School Student Achievement Scores in Math).

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

K 49/102 (48%) Students scored at or above the Grade-Level RIT 136.1

1<sup>st</sup> Grade 51/98 (52%) Students scored at or above the Grade-Level RIT 155.5

2<sup>nd</sup> Grade 32/108 (29.6%) Students scored at or above the Grade-Level RIT of 172.3

3<sup>rd</sup> Grade 37/96 (38.5%) Students scored at or above the Grade-Level RIT of 186.6

4<sup>th</sup> Grade 49/72 (68%) of Students scored at or above the Grade Level RIT of 196.7

5<sup>th</sup> Grade 33/74 (44.59) Students scored at or above the Grade-Level RIT of 204.5

K 45/102 (44%) Students scored at or above the grade-Level RIT 139.6

1<sup>st</sup> Grade 57/98 (58%) Students scored at or above the Grade-Level RIT of 160.4

2<sup>nd</sup> Grade 37/108 (34%) Students scored at or above the Grade-level RIT of 175

3<sup>rd</sup> Grade 29/96 (29.1%) Students score at or above the Grade-Level RIT of 188.5

4<sup>th</sup> Grade 39/72 (54%) Students scored at or above the Grade-Level RIT of 199.5

5<sup>th</sup> Grade 21/74 (28.7%) Students scored at or above the Grade-Level RIT of 209.1

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

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



# Action Plan for Grades 3-5 in Reading and Math

- Increased number of Students show mastery and meet grade-level standards as demonstrated on formative and summative assessments and the Mid-Year MAP Reading/Language arts assessment.
- 3<sup>rd</sup> Grade – 21 (21%) students scored in the Proficient/Distinguished range we need to move 16 Bubble Students to get to 38% P/D
- 3<sup>rd</sup> Grade Math – 25 students (26%) scored in P/D Range we need to move 20 students to get to 46% P/D
- **3<sup>rd</sup> Grade: Action Plan SOR Time & in Math creating a flex math schedule similar to our SOR flexible group reading schedule.**
- 4<sup>th</sup> Grade Reading: 39 students (53%) scored P/D in reading we need to move 11 bubble kids to get to P/D score of 68%
- 4<sup>th</sup> Grade Math: 36 Students (49%) scored P/D we need to move 13 students to get to P/D score of 66%.
- **4<sup>th</sup> Grade Action Plan SOR Time & in Math creating a flex math schedule similar to our SOR flexible group reading schedule. We also have one of our supply teachers as a full-time math support person in order to create and run small group instruction in math. The other supply teacher is pushing into the K-4 small group math.**
- 5<sup>th</sup> Grade Reading: 27 Students (36%) score P/D. We need to move 10 students 50%.
- 5<sup>th</sup> Grade Math: 11 students scored (15%). We need to move 13 students to get to 32% P/D.
- **5<sup>th</sup> Grade Action Plan: POD Time for Math similar to schedule SOR flex groups; Dr. Ezekiel retire part-time teacher to support students in math daily.**



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

- Plan and implement opportunities for staff team building and collaboration.
- Plan and implement regular celebrations to highlight staff and student achievements.



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

- Quarterly Staff Appreciation Events
- Feedback from surveys administered each quarter
- Increase student recognition activities each quarter
- Opportunities to enhance the cohesiveness and efficacy of instructional teams.
- Provide targeted professional learning to team leads & PLC Members.



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

- Record of staff appreciation events (Evidence - Teacher of the month, Staff Luncheons, Teacher of the Year Celebration, Staff Bereavement and support, Staff birthdays, Staff Celebrations)
- Survey results shared with teachers as needed – Evidence AJC Survey Results
- Continued student recognition activities Reading Celebrations, MAP Test Celebrations, Student of the Month, Sports and Student Activities Celebrations, End of the Year Awards Ceremonies and Events



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

- An increased number of staff will indicate the school morale is positive.
- An increased number of staff will indicate that teachers feel supported by Administration.
- An increased number of staff will indicate that student discipline has improved by the actions of teachers and administration.
- Dunleith will retain high-quality teaching staff and attract highly qualified teaching staff to fill any vacant positions.
- AJC Workplace Survey Results: Evidence
- Overall, 58% of Dunleith Elementary employees are engaged. Engagement is based on how often employees were positive in response to Energage's three engagement questions. Spring 2023 – Increase this number to 70% during the 2023-2024 school year



**HUMAN RESOURCES**

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

- Increase professional learning opportunities and collaboration opportunities for all staff members to meet the needs of all students while supporting their social and emotional needs.



- Provide opportunities for staff to participate in district and state endorsement programs in ESOL, Orton-Gillingham and Gifted.
- Provide targeted PD for instructional strategies and resources in the areas of ELA, Math, STEM & Technology



- Staff will engage in professional learning community activities that will focus on student assessment data, Assessment Review, and the Data Cycle – Evidence: SOR walkthroughs, TKES observations, PLC Grade-Level Calendars, PLC Meeting agendas and notes, emails, PLC Planning Day agendas and activities and student work samples
- Staff Members will complete PLC self-assessment survey and they will meet with our Instructional Coaches and Administration regarding any



- By the end of the 2023-2024 school year, each staff member will reflect on the new instructional practices and resources they have used during the school year. SOR materials were reviewed and changed to better support student instruction-supplemental materials added
- By the end of the 2023-2024 school year at least 70% of the PLC teams will engage in highly effective formative assessment data review cycles. Evidence: Adjustments in the Master Schedule Mid-Year to ensure that teachers were engaged in all parts of the data cycle
- PLCs received a mid-year PLC self-assessment and they indicated that their planning sessions were more student and data focused with actionable steps to complete after each PLC Meeting

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

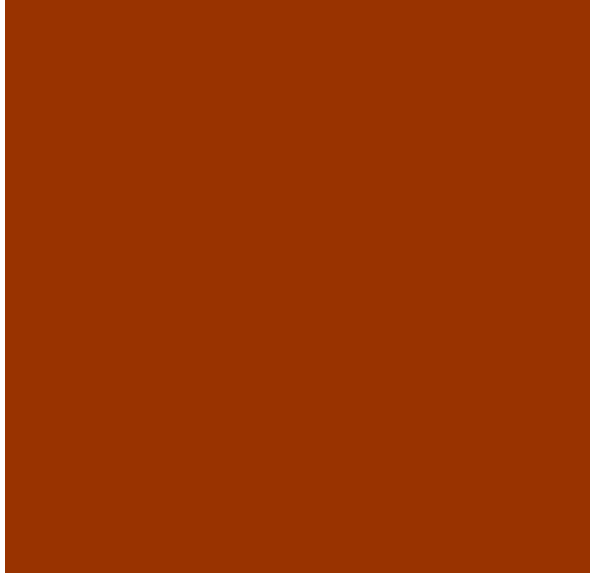
**Evidence of Progress:  
Impact Check #1- Fall**

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

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

- Plan and implement opportunities for staff team building and collaboration.
- Plan and implement regular celebrations to highlight staff and student achievements.

- Team planning time scheduled for a full day each quarter
- Reviewed results of Fall staff survey with staff during pre-planning completed by 34 teachers
- PD facilitated by Rollins Center for K-3 Science of Reading and included fourth and fifth-grade reading teachers
- All teachers will participate in SOR Comprehension training sessions
- Additional PD facilitated by instructional coaches for teachers in grades 4-5

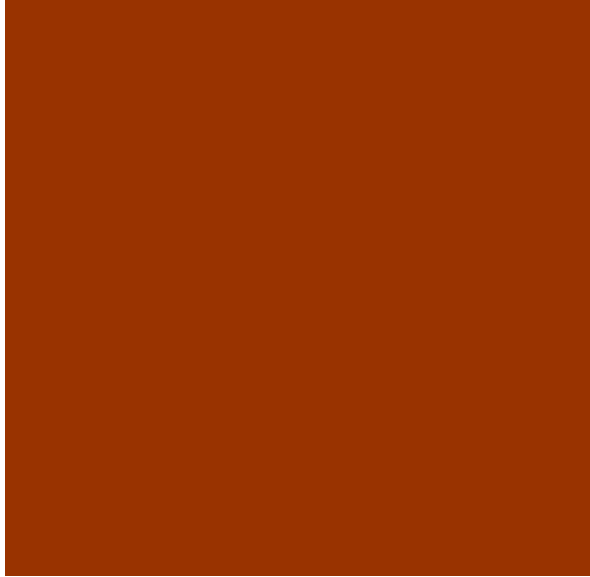
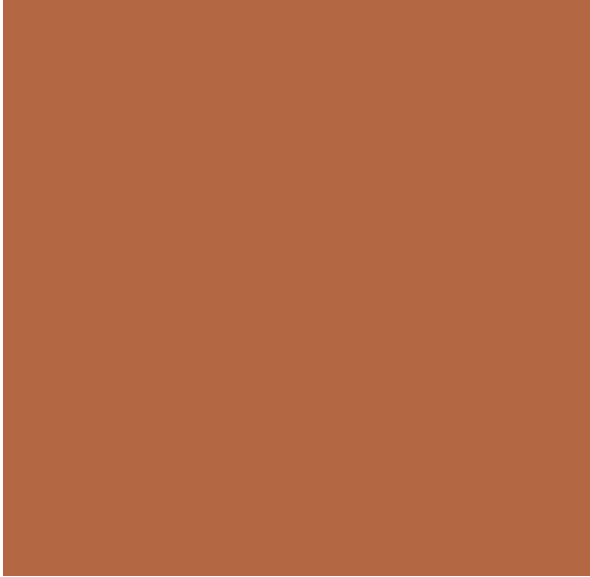



**HUMAN  
RESOURCES**

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

- Increase professional learning opportunities and collaboration opportunities for all staff members to meet the needs of all students while supporting their social and emotional needs.

- 2 teachers participating in district gifted endorsement
- 1 Teacher participating in STEAM Conference
- 4 Teachers participating in DLI National Conference
- Counselor completed RAMP Certification for Dunleith
- All K-3 teachers participating in Rollins Center Science of Reading PD and Reading Teachers Top Ten Tools



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

Provide 15-20  
Dunleith Family  
Events with the  
support of our PTA  
and Community  
Partners



**COMMUNITY  
COLLABORATION**

Increase community  
engagement across the  
district.

Provide 15-20  
Dunleith Family  
Events with the  
support of our PTA  
and Community  
Partners

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

- Create a parent resource page on Dunleith's website of community organizations that can provide resources to our Dunleith Families created by our Parent Liaison, School Social Worker and School Counselors
- Community partner PTA page on Dunleith's Website
- Enrichment Clubs offered at Dunleith by Marietta Community Schools
- Collaborate with Community Organizations to provide health and wellness support to our Dunleith Families
- Collaborating with our Community Partners to provide 15-20 family activities throughout the 2023-2024 school year
- Meet with the Parent Liaison, School Counselors, School Social Worker and PTA to discuss supportive services for families

- Meet regularly with our school counselors, school social worker and parent liaison and discuss different students and families in need
- Our School Counselors, School Social Worker and the Admin. Team meet and discuss students and families during attendance panel meetings and develop action plans to support those families.
- Create a bulletin board and table of community resources for parents

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

- Take Attendance at various events
- Share social media information with our Dunleith Community so that our Dunleith families and partners in education may make comments and follow us on Social Media.
- Create short surveys for families in English and Spanish regarding Dunleith PTA Events and Dunleith School and Community Events

- School Social Workers, Parent Liaison and School Counselors communication with families regarding access to various supportive services

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

Increased family engagement will help to build positive relationships between the school community and our Dunleith families.  
Review the information from parent surveys regarding different activities at Dunleith.

Less Transiency of families by engaging families in various school and community activities.  
Increased student attendance  
Increased student achievement

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

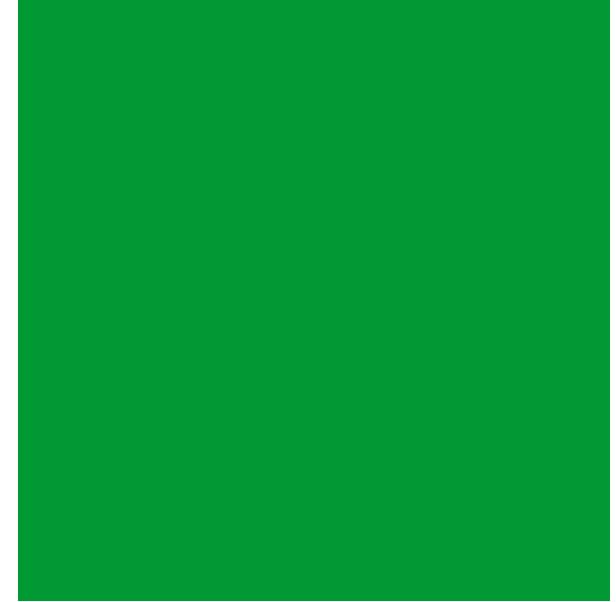
**Evidence of Progress:  
Impact Check #1- Fall**

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

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

Community & Business partner campaign to increase the number of partners connected to the Dunleith elementary community.

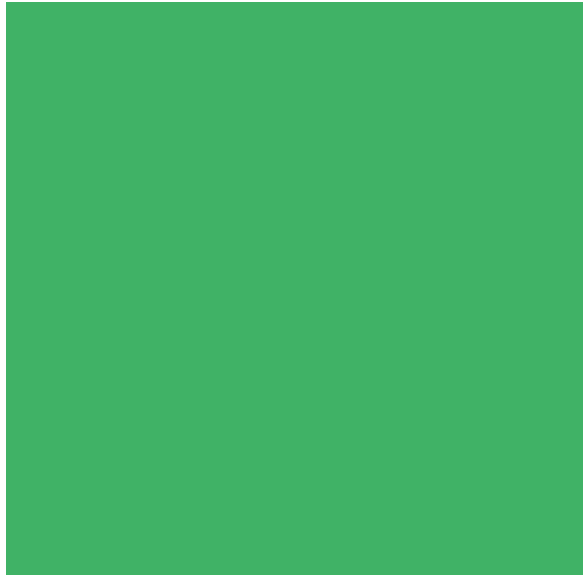
- Create a parent resource page on Dunleith's website of community organizations that can provide resources to our Dunleith Families created by our Parent Liaison, School Social Worker and School Counselors
- Community partner PTA page on Dunleith's Website
- Enrichment Clubs offered at Dunleith by Marietta Community Schools
- Collaborate with Community Organizations to provide health and wellness support to our Dunleith Families
- Collaborating with our Community Partners to provide 15-20 family activities throughout the 2023-2024 school year
- Open House and Title 1 Sign-In Sheets




**COMMUNITY COLLABORATION**

Increase community engagement across the district.

- Hispanic Heritage Month activities and school-wide project
- Fall Festival flyers
- Emails sent to the Community
- Turkey Trot – Health & Wellness
- PTA Reflections Events
- Thanksgiving Luncheon
- Breakfast for First Responders and MCS Bus Drivers
- College and Career Week
- Parent-Teacher Conferences
- Black History Month
- Reading and Math Quarterly Challenges for students



Plan and implement School & PTA events that are reflective of the diverse cultures that make up the Dunleith community.

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

Ensure financial efficiency and equity of programs and supports to meet the needs of all students.



**FISCAL RESPONSIBILITY**

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

Ensure financial efficiency and equity of programs and supports to meet the needs of all students.

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

- Purchase Supplemental Instructional Materials to support reading and math instruction
- Professional Development for PLC's and other Staff Members in reading, math, STEM, ESL, Gifted, SPED, Writing, Science and Social Studies
- Provide Families with reading and math Supplies for Students shared during Family Events that can be used at home
- Purchase materials to support our Dual Language Immersion Program

- Maintain a spreadsheet of all items spent throughout the school year including the funding source, use/purpose, staff member requesting items, company used to buy the items and the Administrative Approval date.
- Maintain a spreadsheet of all staff absences which included the required steps for requesting an absence (orange form, red form, Aesop sub requests, and correspondence from staff regarding absences)
- Building Substitutes provided by Central Office engage in small group reading and math instruction at various grade levels throughout the school year

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

- Lesson Plans, flyers, parent liaison's parent contact logs, community partners log, and parent-student activities log, attendance panel meetings
- Building Students' Reading Stamina through family reading challenges and student celebrations
- Classroom Observations
- Feedback from SOR Coaches regarding materials to effectively implement SOR K-3
- Performance Based Activities
- Formative/Summative Assessments
- Collaborative Meetings
- MTSS Meetings held for students who need additional academic support or behavioral support
- Teachers' Schoology Pages
- Sunlight's Website
- Review of MAP Data and Classroom Assessment Data throughout the school year
- Family Resources provided by our school counselor school social worker and our parent liaison

Conduct quarterly meetings with the bookkeeper and the Principal's Secretary regarding the budget and staff attendance

Building Substitute Teachers receive on-going training regarding interventions and support for students throughout the school year – emails, meeting agendas and notes, daily schedule for the building substitute teachers

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

- Increased Student Achievement
- Increased Student Attendance – Attendance will be monitored by the classroom Teachers, the Front Office Clerks, and the school counselor and school social worker. Attendance Action Plans will be created by Parents and the school social workers and school counselors to support students' attendance. Evidence
- Alignment of spending with student needs – Internal financial spreadsheet outlines all spending and the funding source. Administrators also consulted with Central Office regarding specific items and spending sources

**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**

Ensure financial efficiency and equity of programs and supports to meet the needs of all students.

- Utilize our Reading Specialists to support instruction in grades K-5
- All requested supplemental instructional materials purchased (GA Social Studies Weekly, Science Weekly BrainPOP, Newsela premium, Do the Math Program, the Georgia Numeracy Project and other resources)
- Meeting regularly with the Bookkeeper, the Principal's Secretary and Admin. to review the budget and our internal spreadsheets of all items ordered and the funding source for all items.

[Empty box for Evidence of Progress #2 - Winter]

[Empty box for Evidence of Success #3 - End of Year]



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

Gather feedback from Parents/Family Members via parent-teacher conferences, emails and short surveys regarding resources, academic achievement and school and community events.

[Empty box for Evidence of Progress #2 - Winter]

[Empty box for Evidence of Success #3 - End of Year]

Ensure financial efficiency and equity of programs and supports to meet the needs of all students.



# Charter Funding - Strategic Support

## -SGT Request Form-

School: **Dunleith Elementary**

Amount Requested: **35, 620.00**

Date of SGT Approval/Vote<sup>1</sup>: **September 10, 2023**

**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.

The use of charter funds provides the leverage needed to support teachers in providing students with optimal opportunities to access their education equally. Charter Funds will assist with providing teachers with opportunities to create experiences, level the playing field and make connections that ultimately relate back to standards. Each experience will support one if not all of the core subjects of ELA, Math, Science, and Social Studies, coupled with a focus on student growth.

**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 <sup>2</sup> )	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Dual Language Immersion	DLI Teachers, an ESL Teacher and our Reading/Language Arts Instructional Coach will attend a National DLI Conference with the focus of on identifying ways to merge DLI strategies and practices with structured literacy practices and implement those practices in our DLI classrooms grades K-5	Increased student achievement in our DLI classes on English and Spanish assessments in reading and math in grades K-4 Utilize various resources to support DLI instruction in English and Spanish	Higher proficiency rates in reading and math for our DLI students will allow them to transition into middle school with foundational skills (grammar, vocabulary development, fluency, spelling, writing, and comprehension) in English and Spanish	\$15,000.00
Professional Learning Community Development	Provide Tier I, Tier II, Tier III and Tier IV Professional Development and Resources utilizing high-yield strategies in reading and math and other content areas and student behaviors, the implementation of those strategies in classrooms. Provide Professional	Differentiated instruction based on formative and summative data assessment data. Utilization of varied resources and personnel to support student academic needs at different grade-levels.	Support the immediate and differentiated needs of our diverse student population and teachers.	\$15,000