



Marietta
city schools
A Georgia Charter System

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

School Improvement Plan

School
Name

Marietta Middle School

School
Year

2023-2024

Members



Diona Brown- Principal

Anthony Booker- Assistant Principal

Heather Welch- School Improvement
Administrator

Celis Hartley- Lewis- Assistant Principal

Julie O'Meara- Assistant Principal

Mary Thurman- Assistant Principal

Dr. Velisa Caldwell- Assistant Administrator

Tangela Jones- Parent/ Community
Member

John Silvey- Parent/ Community Member

Emily Gross- Parent

Members



Stephanie Watts- Parent

Don Ezell- Community Member

Dr. Linda Skaggs- SGT Teacher/
8th Grade SS Lead

Dr. Marshai Waiters- SGT Teacher

Candice Taylor- Science Coach

Charles Coffelt- Social Studies Coach

Lauren Thornton-Math Coach

Sabrena Tichenor- ELA Coach

Alana McLemore- TSS

Marcia Brunet- MYP/ MTSS Coordinator

Members



Alyssa Coles- 8th Grade ELA Lead

A'Deshi Owens-ESOL Literacy Lead

Bambi Bayers- ESOL Math Lead

Cory Jordan-7th Grade SS Lead

Jamie Watson- Reading Support Lead

Neddra Hardaway- CTAE/ Design Lead

Leanne MacLeod- Modern Language Lead

Riley Lewis- 7th Grade ELA Lead

Crystal White- 7th Grade Math Lead

McKinley Johnson- 7th Grade Science Lead

Members



Anthony Aksentis-8th Grade Science Lead

Dr. Patrina Tuggles- Reading Connections
Lead

Jamie Watson- Reading Support Lead

Leanne MacLeod- Modern Language Lead

Crystal White- 7th Grade Math Lead

Zandra Pope-8th Grade MathLead

Sharnisa Johnson-Math Connections Lead

Neddra Hardaway- CTAE/ Design Lead

Riley Lewis- 7th Grade ELA Lead

McKinley Johnson- 7th Grade Science Lead

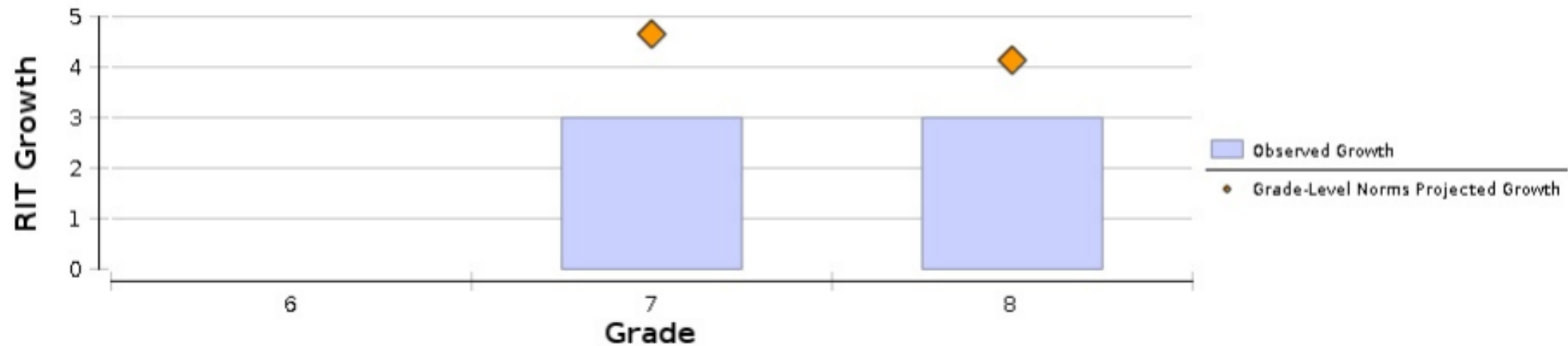
Needs Assessment

Marietta Middle School

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
6	0	**			**				**				**			
7	537	212.4	16.9	62	215.6	15.5	58	3	0.3	4.6	-0.91	18	537	237	44	42
8	489	213.6	17.2	47	216.6	16.3	43	3	0.4	4.1	-0.84	20	489	229	47	44

Language Arts: Reading



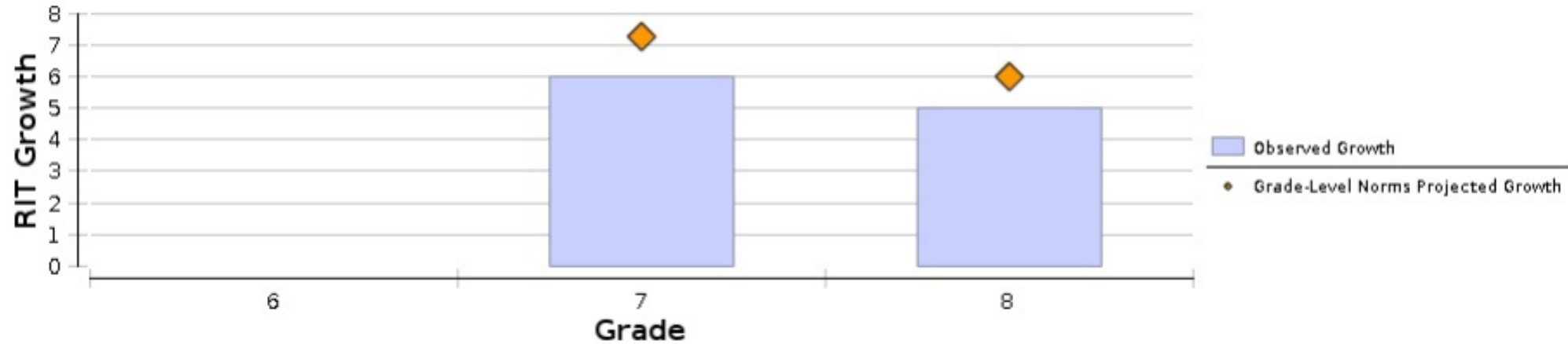
Needs Assessment

Marietta Middle School

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
6	0	**			**				**				**			
7	538	215.5	14.3	54	221.9	16.6	58	6	0.3	7.3	-0.51	31	538	264	49	45
8	490	219.8	17.8	48	224.5	18.9	48	5	0.3	6.0	-0.80	21	490	229	47	43

Math: Math K-12



Needs Assessment

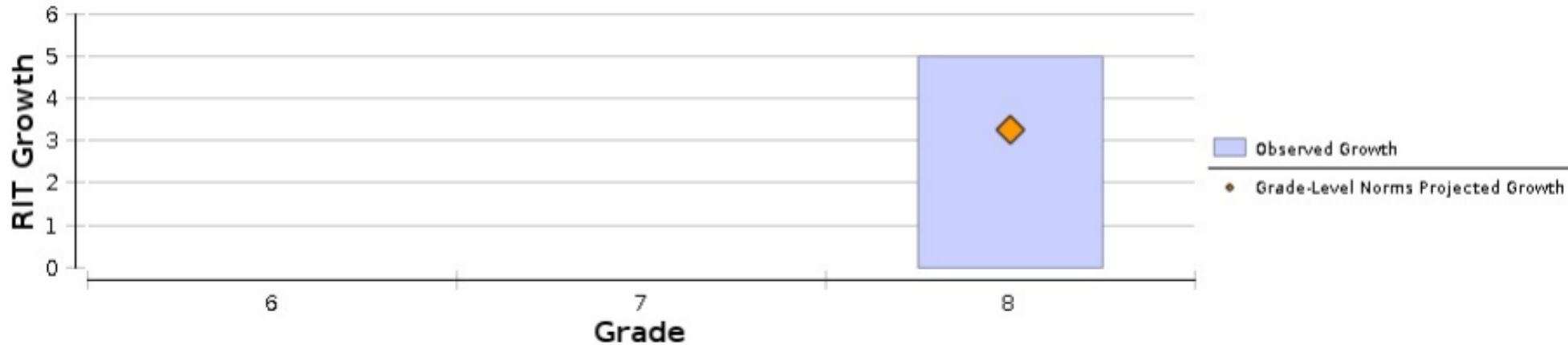


Marietta Middle School

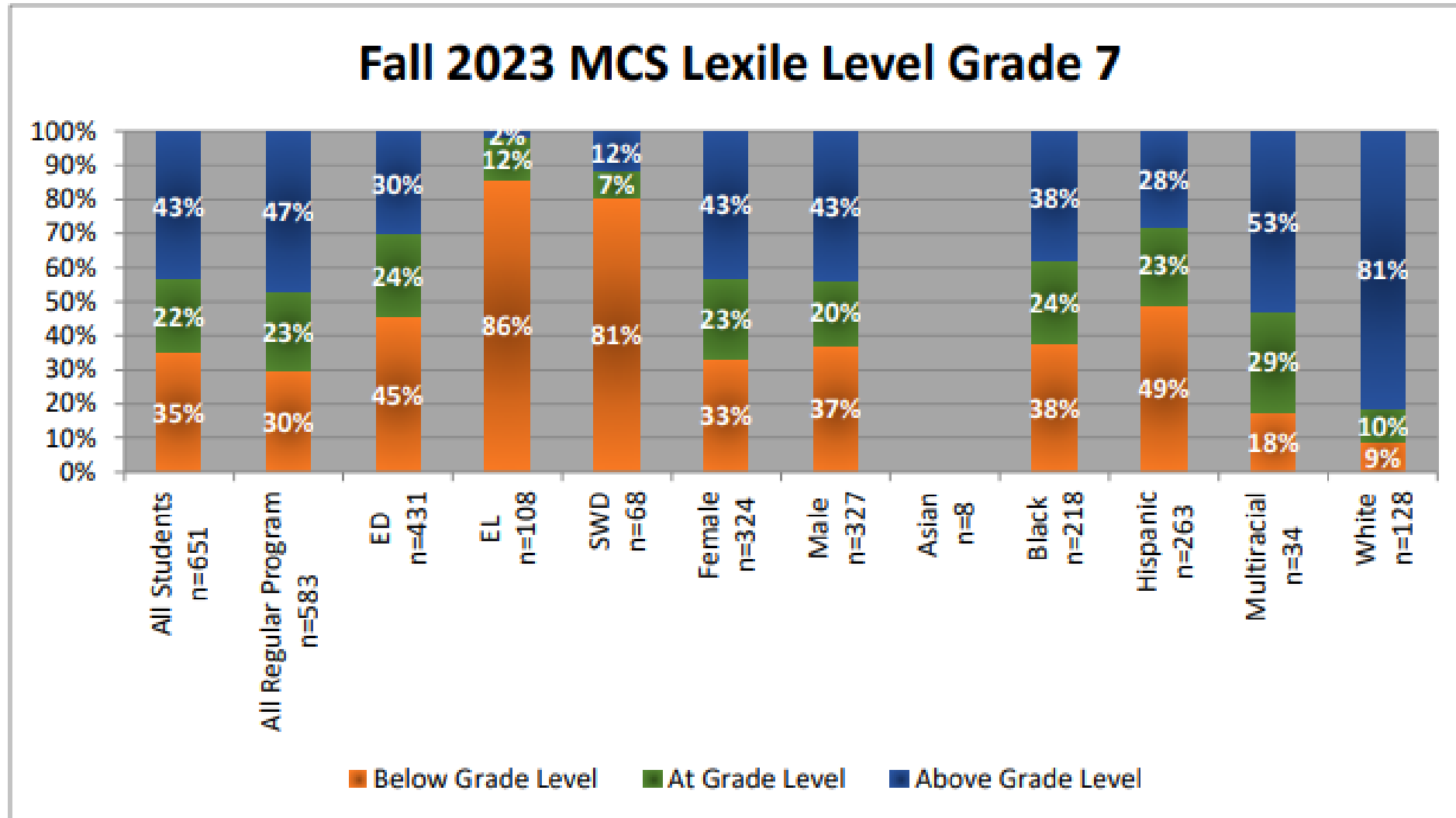
Science: Science K-12

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	
6	0	**			**			**						**			
7	1	*			*			*						*			
8	427	208.6	14.3	63	213.5	13.7	73	5	0.3	3.3	1.03	85	427	265	62	60	

Science: Science K-12

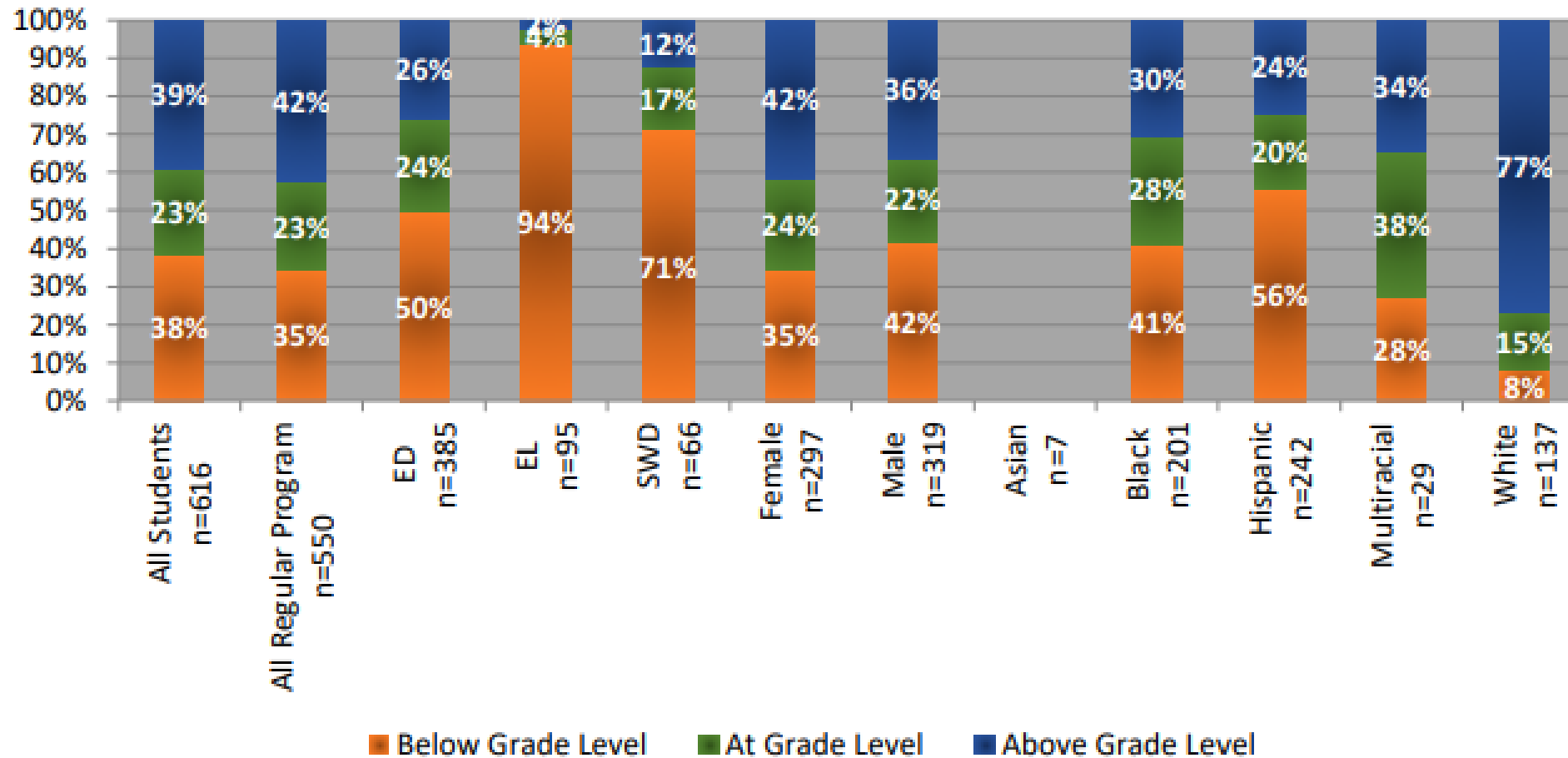


Needs Assessment



Needs Assessment

Fall 2023 MCS Lexile Level Grade 8



Needs Assessment

EOG English Language Arts 2022-23

Achievement Level	7 th Grade	8 th Grade
Beginning	32%	24%
Developing	31%	40%
Proficient	30%	27%
Distinguished	7%	9%

EOG Math 2022-23

Achievement Level	7 th Grade	8 th Grade
Beginning	28%	30%
Developing	38%	44%
Proficient	23%	16%
Distinguished	11%	11%

Needs Assessment

EOG Science & Physical Science 2022-23

Achievement Level	8 th Grade Science	8 th Grade Physical Science
Beginning	48%	2%
Developing	30%	12%
Proficient	18%	55%
Distinguished	4%	31%

EOG Social Studies 2022-23

Achievement Level	8 th Grade
Beginning	37%
Developing	40%
Proficient	17%
Distinguished	7%

Strategic Plan: Marietta Middle School



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)

Literacy
By 2025, 50% or more of 7th and 8th grade students will perform at proficient or distinguished levels in ELA and Social Studies. At least 65% of students taking the Fall 2023 Reading MAP will make growth from Fall to Spring MAP.
•2023- 40% of students
•2024- 45% of students

Engage. Discover. Excel.
Increase opportunities for staff to engage in job embedded professional development that will increase student achievement and support MYP units of instruction.

IB Global Citizens
Increase the number of impactful business partnerships that allow students to have access to a experiential learning opportunities that provide a well-rounded, rigorous, hands-on, and interactive education.

Financial Alignment
Evaluate the return on investment and improve alignment between financial expenditures and academic impact.

STEM
By 2025 50% or more of 7th and 8th grade students will perform at proficient or distinguished levels in Math and Science. At least 65% of students taking the Fall 2023 Math MAP will make growth from Fall to Spring MAP.
•2023- 40% of students
•2024- 45% of students

Blue Devil P.R.I.D.E.
Create a positive school culture and climate where staff is motivated to foster positive learning environments and rigorous classroom instruction aligned with IB MYP instruction.

Family Engagement
Expand family collaboration and community engagement through parent involvement activities and school events.

Financial Efficiency Star Rating (FESR)
Increase the CCRPI financial rating and academic return on investment.

Initiatives: What will we do to achieve success?

Structured Literacy Framework
Continued implementation of a guaranteed and viable literacy curriculum through the MCS vetting process.

Coaching Cycle
Utilize the coaching cycle to provide direct modeling, feedback, and support to teachers/PLCs to ensure implementation of a guaranteed and viable curriculum.

Community Champions
Cultivate and sustain community champions to support experiential learning opportunities for students.

Budget Processes
Maintain effective internal budgeting processes for the expenditure of consolidated and charter funds.

Balanced Mathematics Framework
Continued implementation of a guaranteed and viable mathematics curriculum through the MCS vetting process.

Academic Excellence
Create environments that foster successful learning through the implementation of rigorous curriculum, Design Thinking/ PBL Advanced Studies opportunities, and IB MYP program.

Parent Education
Increase parent knowledge about academic resources to help their student, through APTT meetings and school events.

Prioritization
Maintain a system of checks and balances to ensure expenditures are aligned with student priorities.

**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**



Provide professional development on small group instructional strategies

Provide Read 180 daily intervention instruction for identified students who performed more than one grade level below.

Provide Reading Plus intervention for students with disabilities enrolled in small group reading classes.

Implement EngageNY curriculum during daily instruction with fidelity for all students.

Provide rigorous instruction through the Advanced Studies William and Mary curriculum and increase the use of literature circles to deepen reading and students' understanding of complex texts.

Implement Document Based Questions (DBQ) in Social Studies in order to support reading, thinking critically, and writing.

Implement Evidence, Connections, Claims, and Organization (ECCO) principles to promote critical thinking, reasoning, and evidence-based writing.

Continue Exploratory wheel- provide a preview of career pathways, ensure IB MYP requirements, and promote greater engagement through interdisciplinary connections.

Provide Nearpod, Active Classroom, and Mosa Mack to improve vocabulary acquisition, comprehension, and writing across content areas

Add training on Structure Literacy for ELA and Reading teachers

Common formative and summative assessment to monitor progress for increased percentages of students meeting grade level expected levels of performance.

MAP Reading Assessments- Increased percentage of students making progress meeting expected growth benchmarks from Fall>Winter>Spring.

Formative and Summative Assessments- monthly review of data during PLC and Student Achievement Impact meetings monthly.

Use teacher observation cards to track data from instructional rounds, walk throughs, and formal evaluations to monitor and track successful implementation of rigorous, standards-based instruction.

Monitor Attendance, Academic Performance, and Conduct through weekly team meetings and monthly MTSS meetings.

Use the coaching cycle to ensure teachers are provided with feedback and support in implementing research-based instructional strategies.

Increase percentage of students meeting expected growth benchmarks from Fall>Winter>Spring.

Increase percentage of student subgroups who meet expected growth on MAP Reading Assessment.

Increase percentage of students who move at least one band on ACCESS assessment.

Increase the percentage of students performing at Proficient or Distinguished in ELA to 40% or higher.

Decrease the achievement gap between African American, Hispanics and Caucasian students.

Decrease the achievement gap for students categorized economically disadvantaged and/or homeless.

Increase the number of students reading on grade level as measured by MAP Lexile.



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

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)?

Balanced Mathematics Framework



Provide Ascend intervention instruction for identified students who performed more than one grade level below.

Provide push in and innovative ESOL models for higher level ELL students.

Implement Savvas enVision2.0 curriculum during daily instruction with fidelity.

Continue Exploratory wheel- provide a preview of career pathways, ensure IB MYP requirements, and promote greater engagement through interdisciplinary connections.

Professional learning provided in technology, instructional strategies, and differentiation to meet the needs of individual students.

Provide professional development on small group instruction and student centered learning.

Provide professional development on Project Based Learning (PBL)/ Design Thinking.

Provide professional development on the use of manipulatives, oral language, and hands-on learning in STEM related classes.

Common formative assessment to monitor progress for increased percentages of students meeting grade level expected levels of performance.

MAP Math Assessments- Increased percentage of students making progress meeting expected growth benchmarks from Fall>Winter>Spring

Formative and Summative Assessments- monthly review of data during PLC/ and Student Achievement Impact meetings monthly.

Monitor achievement of objectives in Ascend.

Use teacher observation cards to track data from instructional rounds, walk throughs, and formal evaluations to monitor and track successful implementation of rigorous, standards-based instruction.

Monitor proficiency by subgroup data for common formative and summative.

Monitor attendance, academic performance, and conduct through weekly team meetings and monthly MTSS meetings.

Increase percentage of students meeting expected growth benchmarks from Fall>Winter>Spring.

Increase percentage of student subgroups who meet expected growth on MAP Math Assessment.

Decrease the achievement gap between African American, Hispanics and Caucasian students.

Decrease the achievement gap for students categorized economically disadvantaged and/or homeless.

Increase percentage of SWD students who move from beginning to proficient.

Increase the percentage of students performing at Proficient or Distinguished in mathematics to 40% or higher.

Monitor and revise plan regularly based on student needs.



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

Balanced
Literacy
Framework

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

Data indicates a need to provide additional professional development to support more rigorous and engaging instruction, which challenges students and fill in gaps in learning.

Reading MAP Proficiency

	Fall	Winter	Spring
7 th	40%		
8 th	39%		

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

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


**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

Balanced Math
Framework

Data indicates a need to provide additional professional development to support more rigorous and engaging instruction, which challenges students and fill in gaps in learning.

Math MAP Proficiency

	Fall	Winter	Spring
7 th	40%		
8 th	35%		

Initiatives:
What will we do to achieve success?

ENGAGE- DISCOVER- EXCEL

Job embedded professional learning



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)?

- Provide quality professional learning on tier I instruction in content areas through professional learning communities.
- Provide explicit training for the integration of small group instruction, student centered learning, station rotations, 1:1 conferencing, and use of manipulatives.
- Targeted professional development provided to teachers to promote student inquiry and global connections.
- Provide professional learning opportunities in the areas of oral language, data based instruction, MAP, school climate, MYP, and PLC best practices.
- Model and monitor research-based instructional practices that positively impact student learning through identify, learn, and improve instructional coaching cycle.
- Provide IB MYP training to staff members.
- Implement hands-on experiential learning opportunities for students.
- Create rigorous classrooms by increasing use of oral language and DOK 3 and 4 activities.
- Incorporate Design Thinking/ Project Based Learning units into instructional activities.

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

Progress toward TKES professional learning and achievement goals.

Classroom observations reflect quality tier I instruction.

MAP Growth reports show evidence of student progress at Winter and Spring.

Evidence of implementation of small group instruction, student-centered instruction, stations, use of manipulatives, and high leverage practices in instructional rounds, walkthroughs, and formative observations.

Approved MYP units of instruction for each discipline.

Projects and culminating activities from Design Thinking/ PBL units

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

Increase percentage of students meeting expected growth in math and reading on MAP assessment.

Increase in percentage of students scoring Proficient or Distinguished level in ELA and Math on Georgia Milestones.

Decrease percentage of SWD students scoring Beginning in math and reading.

Decrease percentage of ELL students scoring Beginning in math and reading

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

Blue Devil P.R.I.D.E.
Create a positive
school culture and
climate



**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)?**

- Provide counseling, school-based mental health, mentoring, and explicit social emotional instruction through the Be Somebody Success Center.
- Continue to recruit through district Job Fair and social media.
- Provide morale boosting incentives to retain quality personnel.
- Create an environment where the administrative team is visible and accessible.
- Implement a Check and Connect system where students with two or more referrals for behavior infractions are paired with a counselor or behavior interventionist for weekly check-ins.
- Provide real-time feedback on instruction to teachers.
- Implement incentives for students.
- Utilize e-hallpass system to increasing monitoring and safety throughout the building.

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

Progress toward TKES professional learning and achievement goals

Staff pulse checks and surveys to monitor school culture

Discipline data on the total number of student referrals each month

Teacher and staff retention data

Teacher observation data in TKES platform

Informal teacher observation data conducted by the administrative and coaching teams

Staff attendance data

Data from digital hall pass system

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

Increase percentage of students meeting expected growth in math and reading on MAP assessment.

Increase in percentage of students scoring Proficient or Distinguished level in ELA and Math on Georgia Milestones.

Decrease percentage of SWD students scoring Beginning in math and reading.

Decrease percentage of ELL students scoring Beginning in math and reading.

**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**

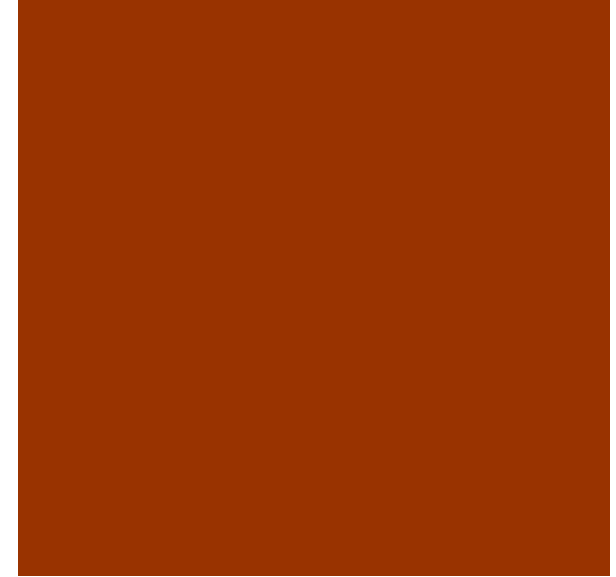
**ENGAGE- DISCOVER-
EXCEL**
Job embedded
professional learning

- The administrative team conducted instructional rounds walks.
- Professional Learning Communities (PLC) met regularly to discuss student data and classroom instruction.
- Professional development was offered for teachers to assist with station-based learning, Math manipulatives, turn-and-talks, responding in complete sentences, literature circles, and providing effective small group instruction.
- Professional learning on structured literacy to support strong reading instruction in ELA classrooms.



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

- Student of the month incentives
- Lunch on the Green
- Staff appreciation gifts and treats
- Ongoing feedback on instruction
- Behavioral support through Check and Connect program
- Moments to connect and build relationships
- RETAIN Leadership Cohort for Admin



Blue Devil P.R.I.D.E.
Create a positive
school culture and
climate

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)?

IB Global Citizens
Increase the number of impactful business partnerships


COMMUNITY COLLABORATION
Increase community engagement across the district.

Rebrand Marietta Middle to highlight and showcase innovative practices.

Attract and increase effective business partnerships through school video, social media, and marketing materials.

Send business partners invitations to attend school events to continue to build connections.

Increase business partnerships by 2 and locate at least three additional business to help purchase items for classroom innovation initiatives.

Increase social media following by 10%.

Utilize business partnerships to increase field trips and experiential learning opportunities.

Increase percentage of students meeting expected growth in math and reading on MAP assessment.

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

Family Engagement
Expand family
collaboration and
community
engagement



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

Improve home-school communication and processes to engage families through an increase in strategic social media messaging.

Improve home-school communication and processes to engage families through monthly newsletter in English and Spanish to provide parents with ideas to promote school success, parent involvement, and effective parenting strategies.

Implement effective parent and family engagement strategies for parents of all subgroups through online platforms, APTT nights, and conferences.

Implement School Status as a communication platform for families.

Engage parent liaison to increase ELL parent communication, collaboration, and build school culture.

Implement Be Somebody Success Center to provide additional resources for students and collaboration between community partners and the high school.

Establish a common vision and mission that define the school culture and guide continuous improvement.

Facilitate effective transition events for students from MSGA to MMS and MMS to MHS.



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

Social media analytics reviewed monthly in team leader meetings.

Increase readership of the MMS Blue Devil Bulletin.

Increase in percentage of parents who attend virtual and face to face events throughout the year to include family engagement and PTSA.

Review parent communication data from newsletters and School Status accounts.



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

Increase family involvement in student activities.

Increase usage by parents and community of our digital platforms.

Positive community perception of school.

Maintain satisfactory star rating for school climate on the CCRPI.

Increase enrollment of students living in district.



**COMMUNITY
COLLABORATION**

Increase community
engagement across the
district.

**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**

Blue Devil P.R.I.D.E.
Increase the number
of impactful business
partnerships



Rebranded Marietta Middle with the creation of new hallway signs, office signs, and signs for media center

Social media following increased on Twitter and Instagram

Added business partnerships with the assistance of Central Office

Added mentorship partnerships with non-profit organizations




**COMMUNITY
COLLABORATION**
Increase community
engagement across the
district.



Communication with parents improved and readership of Principal's newsletter increased

Offered APTT meeting in the Fall to communicate with families about grade level expectations

We began Parent Seminars to offer parents the opportunity to learn skills or tips to support their child at home

Implemented School Status as a communication platform with families



Family Engagement
Expand family
collaboration and
community
engagement

Initiatives:
What will we do to achieve success?

Budget Processes
Maintain effective internal budgeting processes for the expenditure of consolidated and charter funds.



FISCAL RESPONSIBILITY

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

Prioritization
Maintain a system of checks and balances to ensure expenditures are aligned with student priorities.

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

Maintain the implementation of a collaborative budget development process inclusive of coaches, administrators, and teacher leaders.

Conduct ongoing budget meetings with appropriate school personnel.

Engage the MMS SGT for the strategic expenditure of charter funds.

Collaborate with Central Office Finance Department to align school and district processes.

Establish a comprehensive consolidated budget that includes funding allocations reflective of school priorities.

Purchases will be aligned with our SIP and focus on academic improvement.

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

Stakeholders will be able to communicate expenditures regularly.

Monthly budget updates maintained by MMS bookkeeper

MMS SGT meeting minutes

Analyze teacher and student usage of implemented resources (weekly).

Monitor the fidelity of implementation for all purchases of curricula (ongoing).

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

Resources aligned to student growth and achievement will improve outcomes in reading and mathematics.

Resources aligned to student growth and achievement will improve outcomes in reading and mathematics.

**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**

Budget Processes
Maintain effective internal budgeting processes for the expenditure of consolidated and charter funds.

Effectively implemented new bookkeeping processes

Monthly budget reports from district office

School Governance Team (SGT) monthly budget overview and discussions at each SGT meeting

Online Google Excel sheet to monitor and track monthly spending

[Redacted]

[Redacted]



FISCAL RESPONSIBILITY

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

Budget was reviewed, approved, and voted on by School Governance Team Members

Teachers participated in discussions regarding the spending of funds to support student achievement

Classroom models and purposeful scheduling occurred which resulted in an increase of services to leverage FTE for gifted, ESOL, EIP, and Special Education

[Redacted]

[Redacted]

Prioritization
Maintain a system of checks and balances to ensure expenditures are aligned with student priorities.

Charter Funding - Strategic Support

-SGT Request Form-

School: Marietta Middle School

Amount Requested: \$43,160.00

Date of SGT Approval/Vote¹: 9/14/23

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.

We have established a clear mission, vision, and purpose for our school, and we are ready to expand student learning by creating more opportunities for experiential learning and engaging classroom instruction. We plan to utilize charter funds to support experiential learning field trips, resources, professional development, and activities. Additionally, we plan to begin creating more rigorous, hands-on learning experiences by increasing technology, Culminating Projects, and Project Based Learning.

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:								
<p style="text-align: center; font-weight: bold;">Innovative Instruction and Experiential Learning</p> <ul style="list-style-type: none"> Student internships Field Trips STEM/ PBL projects MAP Growth Celebrations Hands-on/ interactive learning Student Incentives Mentoring iPads Innovative Technology Culminating Projects Signage and Branding New Teacher training and professional learning 	<p>Balanced Literacy & Math Frameworks and Blue Devil P.R.I.D.E.</p>	<p>Decrease achievement and opportunity gaps by increasing students’ human, social, and cultural capital.</p> <p>Partner with local businesses to offer one internship day for 8th grade students.</p> <p>Increase number of mentors to support student learning.</p> <p>Increase students’ higher-order and critical thinking skills.</p>	<p>Increase the percentage of students reading at or above grade level as measured by MAP.</p> <p>Increase the percentage of students scoring at the proficient and distinguished levels on GMAS Assessments.</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #D9E1F2;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="width: 70%;">Item</th> <th style="width: 30%;">Amount</th> </tr> </thead> <tbody> <tr> <td>Technology, digital signage, field trips, hands-on learning, PBL, MAP growth, student incentives</td> <td style="text-align: right;">\$17,451.00</td> </tr> <tr> <td>Cool Kids Committee Inc. Mentoring</td> <td style="text-align: right;">\$14,999.00</td> </tr> <tr> <td>New Teacher training and professional learning</td> <td style="text-align: right;">\$10,000.00</td> </tr> </tbody> </table>	Item	Amount	Technology, digital signage, field trips, hands-on learning, PBL, MAP growth, student incentives	\$17,451.00	Cool Kids Committee Inc. Mentoring	\$14,999.00	New Teacher training and professional learning	\$10,000.00
Item	Amount											
Technology, digital signage, field trips, hands-on learning, PBL, MAP growth, student incentives	\$17,451.00											
Cool Kids Committee Inc. Mentoring	\$14,999.00											
New Teacher training and professional learning	\$10,000.00											

Charter Funding - Strategic Support

-SGT Request Form (continued) -

Evaluation/RO³: 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.

Members



Alyssa Coles

Alyssa Coles- 8th Grade ELA Lead

A'Deshi Owens

A'Deshi Owens-ESOL Literacy Lead

Bambi Bayers

Bambi Bayers- ESOL Math Lead

Cory Jordan-7th Grade SS Lead

Cory Jordan

Jamie Watson

Jamie Watson- Reading Support Lead

~~Neddra Hardaway- CTAE/ Design Lead~~

Leanne MacLeod

Leanne MacLeod- Modern Language Lead

~~Riley Lewis- 7th Grade ELA Lead~~

Crystal White

Crystal White- 7th Grade Math Lead

McKinley Johnson

McKinley Johnson- 7th Grade Science Lead

Members



Anthony Aksentis-8th Grade Science Lead

Zandra Pope-8th Grade MathLead

Dr. Patrina Tuggles- Reading Connections
Patrinal Tuggles Lead

Sharnisa Johnson-Math Connections Lead

~~Jamie Watson-Reading Support Lead~~

Neddra Hardaway
Neddra Hardaway- CTAE/ Design Lead

~~Leanne MacLeod- Modern Language Lead~~

Riley Lewis- 7th Grade ELA Lead

~~Crystal White- 7th Grade Math Lead~~

~~McKinley Johnson- 7th Grade Science Lead~~
Brandon Nicholson
Brandon Nicholson

Members



Diona Brown- Principal

Heather Welch- School Improvement
Administrator

Julie O'Meara- Assistant Principal

Dr. Velisa Caldwell- Assistant Administrator

John Silvey- Parent/ Community Member

Anthony Booker- Assistant Principal

Celis Hartley- Lewis- Assistant Principal

Mary Thurman- Assistant Principal

Tangela Jones- Parent/ Community
Member

Emily Gross- Parent

Members



Stephanie Watts- Parent

Don Ezell- Community Member

Dr. Linda Skaggs- SGT Teacher/
8th Grade SS Lead

Dr. Marshai Waiters- SGT Teacher

Candice Taylor- Science Coach

Charles Coffelt- Social Studies Coach

Lauren Thornton-Math Coach

Sabrina Tichenor- ELA Coach

Alana McLemore- TSS

Marcia Brunet- MYP/ MTSS Coordinator