



Marietta
city schools
A Georgia Charter System

Strategic Plan

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

School
Name

Marietta Middle School

School
Year

2024-2025

Members



Diona Brown, Principal

Mary Thurman, Assistant Principal

Anthony Booker, Assistant Principal

Heather Welch, Assistant Principal

Dr. Velisa Caldwell, Assist. Administrator

Cris Hunt, Parent Member

Celis Hartley-Lewis, Assistant Principal

Stephanie Watts, Parent Member

Brandon McIntosh, Assistant Principal

Dr. Marshai Waiter, SGT Teacher

Alana McLemore, TSS

Don Ezell, Community Member

Members



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

Marcia Brunet- MYP/ MTSS Coordinator

Brandon Nicholson- Science Coach

Alyssa Coles- 8th Grade ELA Lead

Lauren Thornton, Math Coach

Bambi Bayers- ESOL Math Lead

Charles Coffelt, SS Coach

Jamie Watson- Reading Support Lead

Sabrena Tichenor, ELA Coach

Leanne MacLeod- Modern Language Lead

Members



Crystal White- 7th Grade Math Lead

Jennifer Perrimon- 7th Grade Science Lead

A'Deshi Owens-ESOL Literacy Lead

Anthony Aksentis-8th Grade Science Lead

Cory Jordan-7th Grade SS Lead

Dr. Patrina Tuggles- Reading Connections
Lead

Neddra Hardaway- CTAE/ Design Lead

Zandra Pope-8th Grade Math Lead

Kaitlin Lambert- 7th Grade ELA Lead

Lesley Colon-Robinson, Sped Lead

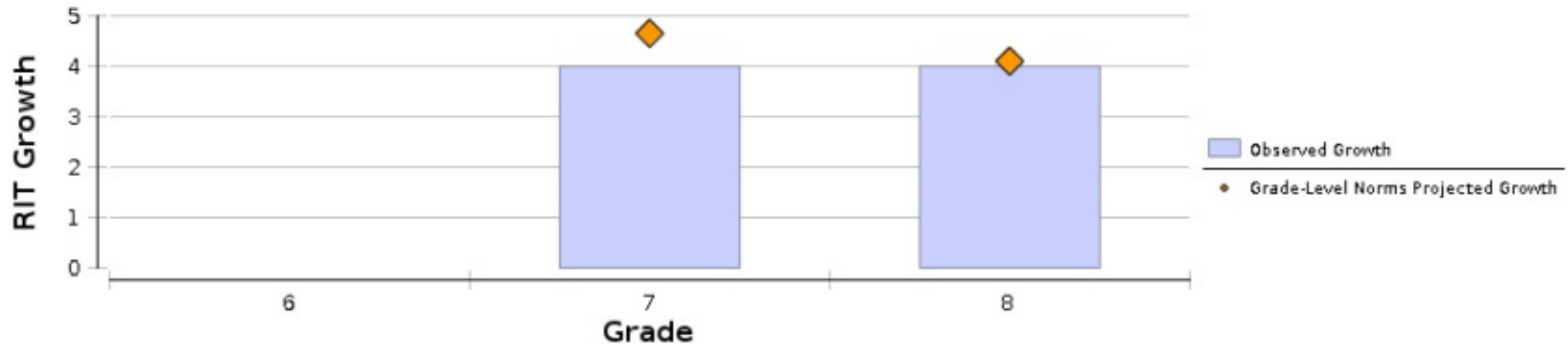
Needs Assessment

Marietta Middle School

Language Arts:
Reading

Grade (Fall 2024)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against							
		Fall 2023			Fall 2024			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	530	212.2	16.8	61	215.7	15.7	58	4	0.3	4.7	-0.73	23	530	266	50	47	
8	544	214.8	16.5	53	218.8	16.1	54	4	0.3	4.1	-0.06	48	544	292	54	51	

Language Arts: Reading



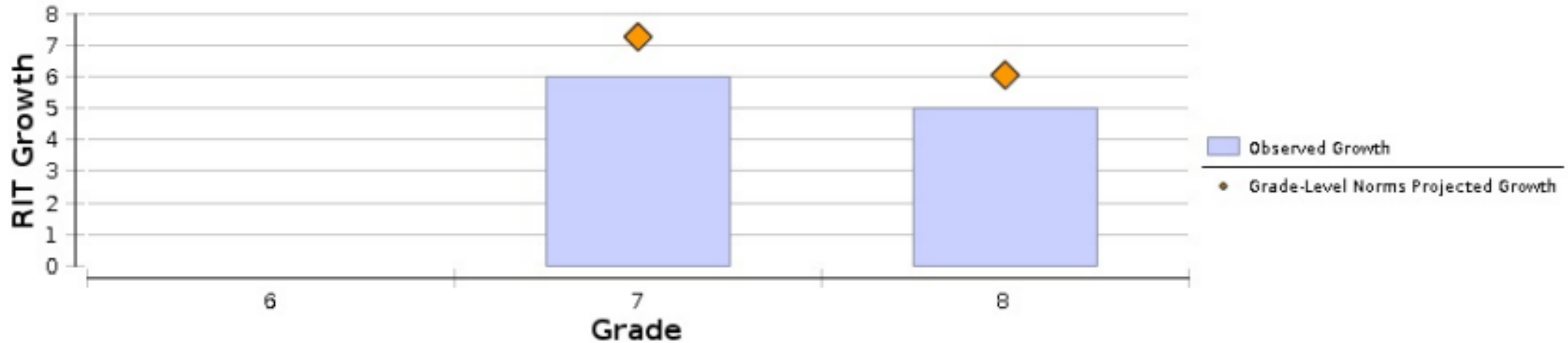
Needs Assessment

Marietta Middle School

Math: Math K-12

Grade (Fall 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Fall 2024			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	531	215.5	15.3	54	221.4	16.4	55	6	0.3	7.3	-0.80	21	531	245	46	42	
8	544	220.9	17.3	53	225.8	17.6	54	5	0.3	6.1	-0.72	24	544	249	46	43	

Math: Math K-12



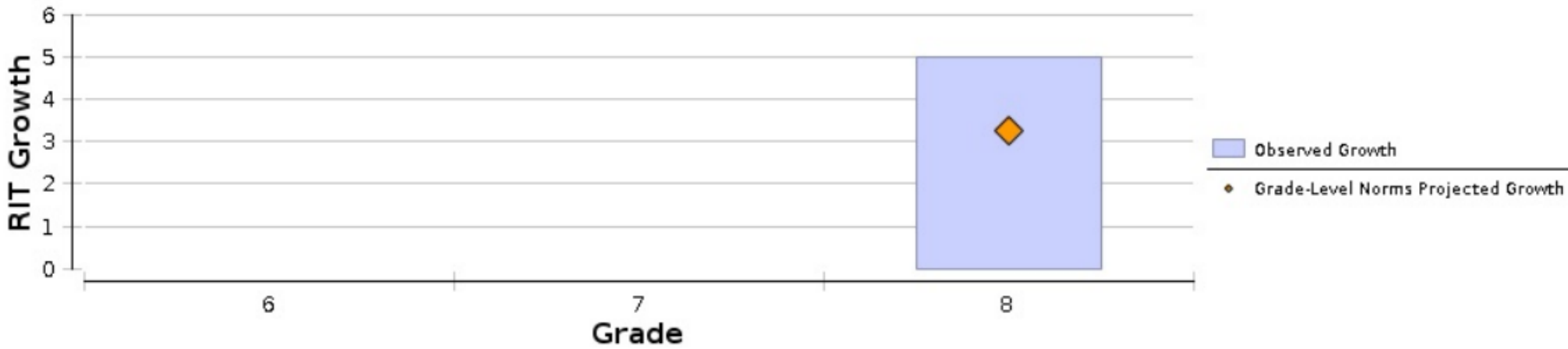
Needs Assessment

Marietta Middle School

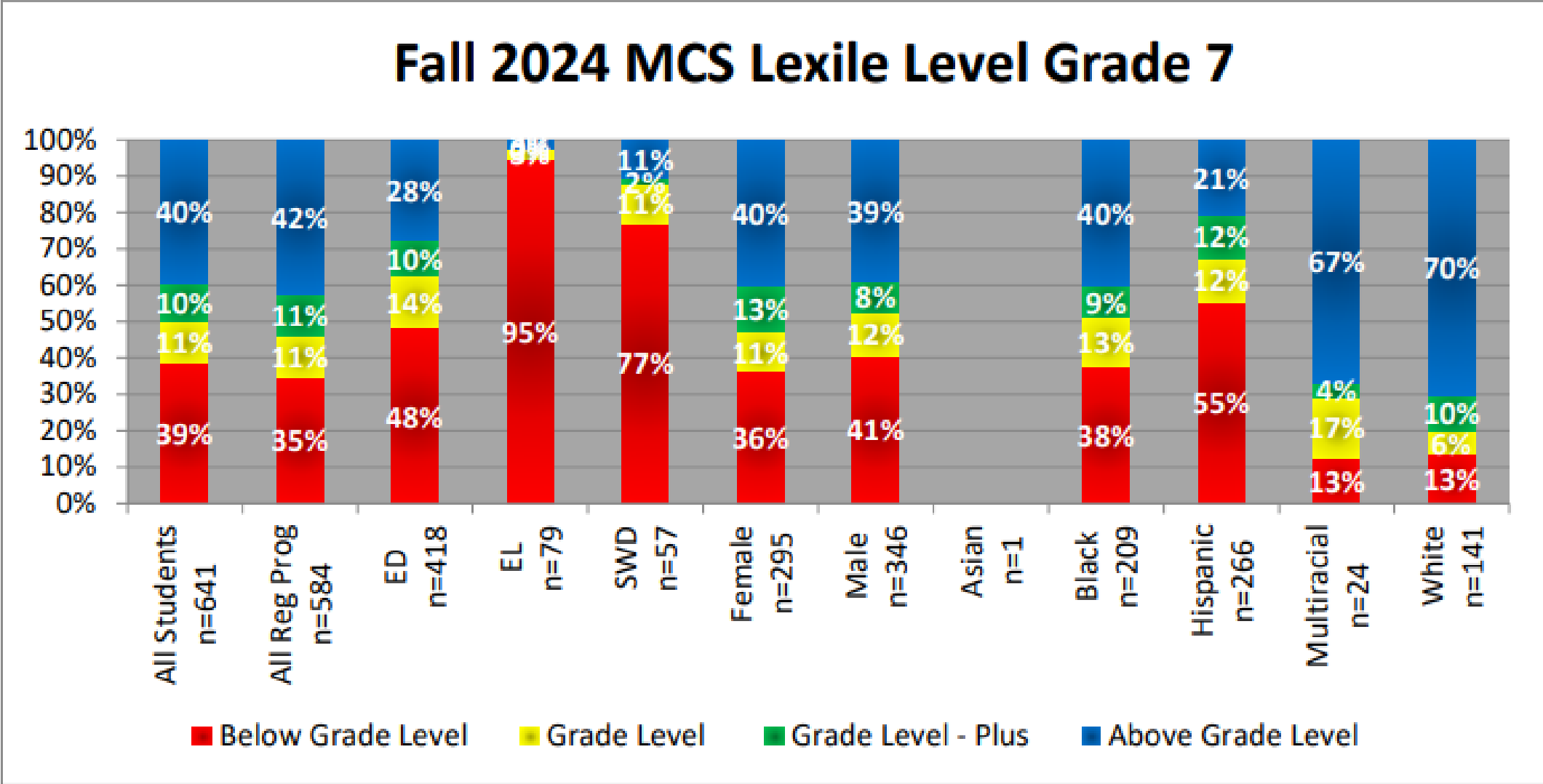
Science: Science K-12

Grade (Fall 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Fall 2024			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	540	209.1	13.7	66	213.5	13.6	73	5	0.3	3.3	0.71	76	540	330	61	58

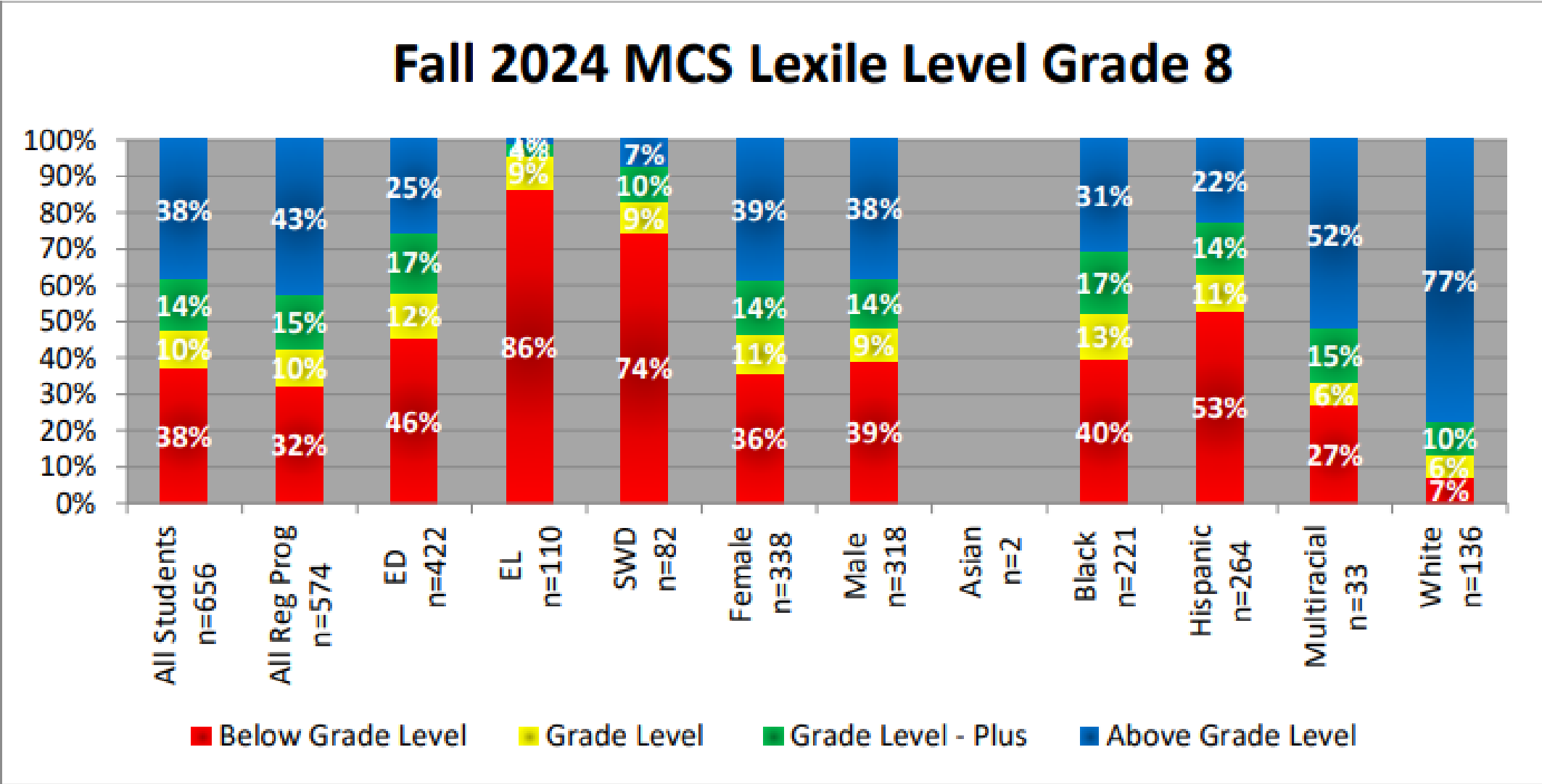
Science: Science K-12



Needs Assessment



Needs Assessment



Needs Assessment

English Language Arts

Achievement Level	7 th Grade	8 th Grade
Beginning	29%	24%
Developing	29%	31%
Proficient	34%	30%
Distinguished	8%	15%

Mathematics

Achievement Level	7 th Grade	8 th Grade
Beginning	25%	23%
Developing	34%	35%
Proficient	30%	21%
Distinguished	11%	21%

Needs Analysis



Science

Achievement Level	8 th Grade	Physical Science
Beginning	46%	0%
Developing	27%	12%
Proficient	23%	43%
Distinguished	4%	45%

Social Studies

Achievement Level	8 th Grade
Beginning	32%
Developing	30%
Proficient	26%
Distinguished	13%

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 Spring of 2027, 60% 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 2024 Reading MAP will make growth from Fall to Spring MAP.

- 2025-Year 1 Goal: 50% of students
- 2026-Year 2 Goal: 55% of students

Engage. Discover. Excel.

Retain at least 90% of top-performing teachers and staff by the end of the academic year through improved professional development, mentorship programs, and initiatives that promote work-life balance.

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 Spring of 2027, 60% 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 2024 Math MAP will make growth from Fall to Spring MAP.

- 2025-Year 1 Goal: 50% of students
- 2026-Year 2 Goal: 55% 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

To increase parent engagement by 10% through regular communication, interactive events, educational sessions and volunteer opportunities.

Financial Efficiency Star Rating (FESR)

Increase the CCRPI financial rating and academic return on investment.

Initiatives: What will we do to achieve success?

Science of Reading/Structured Literacy

Continued professional development via AIM Modules, SOR Facilitator, and ELA Coach. Teachers will implement learned skills/strategies across all content areas.

Professional Growth Opportunities

Provide regular, targeted professional development sessions focused on both instructional strategies, wellness, and PLC collaboration.

Community Champions

Establish and strengthen partnerships with community organizations to provide resources, support, and opportunities for students and families by the end of the school year.

Budget Processes

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

Common Mathematics Framework

Enhancing mathematical literacy and problem solving using various SOR strategies as well as GaDOE learning plans to connect to the real world and promote critical thinking.

Coaching Cycle

Utilize the coaching cycle to provide direct modeling, feedback, and support.

Parent Education

Increase parent participation in educational workshops and resources, empowering parents to better support their children's academic and social-emotional growth.

Prioritization

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

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

**Structured
Literacy
Framework**



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

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

- Provide professional development for all content areas on instructional strategies grounded in SOR
- Provide Read 180 daily intervention instruction for identified students
- Utilize an ELL Reading Curriculum (WELLS) to support reading
- AIM Modules for Cohorts 1 & 2 for the Science of Reading rollout
- Implemented Reading Foundations classes for students who are more than two grade levels below using REWARDS, Word Connections, and Lexi-trek cards
- Implemented Structured Literacy Assessments across ELA classes to determine deficits in reading fluency, encoding, and decoding for all students
- Based on Structured literacy data, we Identified students for a targeted reading group to provide additional support
- Provide Reading Plus intervention for students with disabilities enrolled in small group reading classes.
- Implement standards based curriculum during daily instruction with fidelity for all students.
- Provide rigorous instruction through the Advanced Studies standards based instruction and increase the use of high leverage SOR strategies to deepen reading and students' understanding of complex texts.
- Continue Exploratory wheel- provide a preview of career pathways, ensure IB MYP requirements, and promote greater engagement through interdisciplinary connections.
- Implemented a Pilot Honors ELA class to create additional opportunities for exposure to rigorous instruction for students of color.
- Purchased the Gallopade resource for SS.

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

- 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, research based, and 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.
- SOR Walks with facilitator, coach, and administrators.
- SOR cycles that include labsites, trainings, planning, observations, Admin debrief, and feedback.
- 6-8 Structured Literacy implementation team data meetings.

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

- 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 45% 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.

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

**Balanced
Mathematics
Framework**



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

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

- Provide iReady intervention instruction for identified students who performed more than two grade levels 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 the use of manipulatives, oral language, and hands-on learning in STEM related classes.
- Implemented Academic Enrichment Days to enhance the use of hands-on project-based learning activities.



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

- 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 iReady.
- 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



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

- 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 45% or higher.
- Decrease percentage of students at 3rd and 4th grade level in iReady
- Monitor and revise plan regularly based on student needs.

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

**Balanced
Literacy
Framework**



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
success.

**Balanced Math
Framework**

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

- Data indicates a need to provide additional professional development to support more rigorous and engaging instruction.

MAP Proficiency Reading- GMAS Predictor			
	Fall	Winter	Spring
7th	42%		
8th	45%		

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

MAP Proficiency Reading- GMAS Predictor			
	Fall	Winter	Spring
7th	42%		
8th	45%		

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

MAP Proficiency Reading- GMAS Predictor			
	Fall	Winter	Spring
7th	42%		
8th	45%		

- Data indicates a need to provide additional professional development to support more rigorous and engaging instruction.

MAP Proficiency Math - GMAS Predictor			
	Fall	Winter	Spring
7th	41%		
8th	42%		

MAP Proficiency Math- GMAS Predictor			
	Fall	Winter	Spring
7th	41%		
8th	42%		

MAP Proficiency Math- GMAS Predictor			
	Fall	Winter	Spring
7th	41%		
8th	42%		

**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)?**

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


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

- Provide researched based professional learning on literacy instruction in all content areas through professional development/AIM and SOR Facilitators.
- 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 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 structured literacy strategies/activities.
- Incorporate Design Thinking/ Project Based Learning units into instructional activities.

- Progress toward TKES professional learning and achievement goals.
- Classroom observations reflect quality tier I and structured literacy 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.
- Completion of MYP Self-Study Questionnaire.
- Approved MYP units of instruction for each discipline.
- Projects and culminating activities from Design Thinking/ PBL units

- 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 CAPITAL
& DEVELOPMENT**

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.
- Continue to recruit through Diversity Job Fair.
- Provide morale boosting incentives to retain quality personnel.
- Blue Devil Delivery snacks for teachers and staff.
- 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 mentor for weekly check-ins.
- Provide real-time feedback on instruction to teachers.
- Implement PBIS incentives for students.

**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 card data.
- Staff pulse check (survey) results

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

- Increase number of staff that report (survey) they feel valued and supported.
- 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**

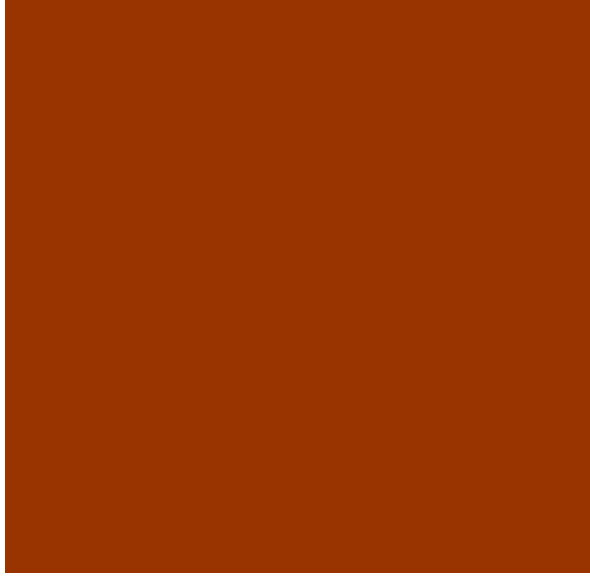
**Evidence of Progress:
Impact Check #2- Winter**

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

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



- The administrative team in conjunction with academic coaches and SOR Facilitator conducted instructional rounds walks.
- Professional Learning Communities (PLC) met regularly to discuss student data and classroom instruction.
- Professional development was provided for teachers to help implement structured literacy in all content areas.




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



- Ongoing staff treats in addition to special recognition days
- Student of the month incentives
- PBIS incentives
- Ongoing feedback on instruction
- Behavioral support through Check and Connect program



**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



- Promote Marietta Middle to highlight and showcase innovative practices.
- Attract and increase effective business partnerships through collaboration, school video, social media, and marketing materials.
- Meet with and send business partners invitations to attend school events in an effort to continue to build connections.
- Utilize business partnerships to integrate in-house/community field trips and academic enrichment classes.
- Establish school food pantry for families in need.



- Increase business partnerships by 2 and locate at least three additional business to help purchase items for classroom innovation initiatives.
- Increase engagement and followers in social media by 10%.
- Increase experiential field trips, internships and hands on learning opportunities for at-risk students.



- Increase percentage of students meeting expected growth in math and reading on MAP assessment.
- Increased number of engaged business partners
- More exposure and increased background knowledge for economic disadvantaged students.



COMMUNITY COLLABORATION
Increase community engagement across the district.

**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.
- Implement effective parent and family engagement strategies for parents of all subgroups through online platforms, APTT nights, on-site counseling, conferences and food pantry.
- Offer APTT Night on-site at apartment complexes to increase engagement with ELL and ED populations.
- Implement Be Somebody Success Center to provide additional resources for students and collaboration between community partners.
- Implement the “Be Somebody 7th Grade Orientation” for families to learn more about 7th grade before they transition into Middle School.
- Implement rising 9th grade visit for 8th grade students to visit the high school and see CTAE offering.
- Implement rising 9th grade scheduling meetings with the counselors and families to co-create students’ schedules.
- Increase mentoring opportunities for students with behavioral concerns.

**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.
- Monthly discipline data meetings to discuss data trends.
- Weekly mentoring meetings to check in with students on grades and behavior.
- Daily administrative touchbase to discuss challenges and celebrate wins.
- Administrative training on discipline policies, laws and procedures.

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

- Increased all subgroup family involvement in student activities.
- Increased interactions/followers by parents and community of our digital platforms.
- Positive community perception of school.
- Maintain satisfactory star rating for school climate on the CCRPI.
- Easier transitions from MSGA (and private schools) to MMS and MMS to MHS.
- Decreased discipline referrals and infractions.
- Increase in mentors for our students
- Increased positive interactions between students, parents and administrators

**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

- Additional branding added to Marietta Middle with the creation of new hallway signs, office signs, and signs for media center
- Social media following increased on Facebook, Twitter, and Instagram



Increase community
engagement across the
district.

Family Engagement
Expand family
collaboration and
community
engagement

- 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

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)?

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

- 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.

- Stakeholders will be able to communicate expenditures regularly.
- Monthly budget updates maintained by MMS bookkeeper
- MMS SGT meeting minutes

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



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

- 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.

- Analyze teacher and student usage of implemented resources (weekly).
- Monitor the fidelity of implementation for all purchases of curricula (ongoing).

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

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

**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



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



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

Date of SGT Approval/Vote¹:

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, Design Thinking, 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>Innovative Instruction and Experiential Learning</p> <ul style="list-style-type: none"> • Student internships • Field Trips • Design Thinking/ STEM/ PBL projects • Hands-on/ interactive learning • Interactive Tables • iPads • Innovative Technology • Culminating Projects • Mentoring 	<p>Literacy & Math Frameworks and Blue Devil P.R.I.D.E.</p>	<ul style="list-style-type: none"> • Decrease achievement and opportunity gaps by increasing students’ human, social, and cultural capital • Partner with local businesses to offer one internship day for 8th grade students • Increase number of mentors to support student learning • Increase students’ higher-order and critical thinking skills 	<ul style="list-style-type: none"> • Increase the percentage of students reading at or above grade level as measured by MAP • Increase the percentage of students scoring at the proficient and distinguished levels on GMAS Assessments 	<table border="1"> <thead> <tr> <th>Amount</th> <th>Item</th> </tr> </thead> <tbody> <tr> <td>\$5,000</td> <td>Field Trips/ Internships</td> </tr> <tr> <td>\$10,000</td> <td>Instructional Technology</td> </tr> <tr> <td>\$15000</td> <td>Mentoring</td> </tr> <tr> <td>\$13,160</td> <td>Materials/Technology</td> </tr> </tbody> </table>	Amount	Item	\$5,000	Field Trips/ Internships	\$10,000	Instructional Technology	\$15000	Mentoring	\$13,160	Materials/Technology	
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