



Marietta
city schools
A Georgia Charter System

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

School Improvement Plan

School
Name

Park Street Elementary

School
Year

2024-2025

Members



Marietta
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Alex Soto - Principal

Carrie Madden - Assistant Principal

Idris Johnson - Assistant Principal

Karna Kelly - Special Education Administrator

Barbara Hoffman - Kindergarten Lead

Madeline Kuranda - First Grade Lead

Emily Crum - Second Grade Lead

Brittany Armour - Third Grade Lead

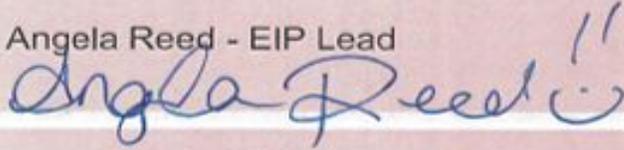
Nyah Johnson - Fourth Grade Lead

Courtney Brown - Fifth Grade Lead

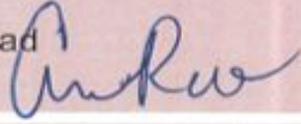
Amanda Montgomery - Reading Specialist Lead

Members

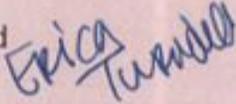
Angela Reed - EIP Lead



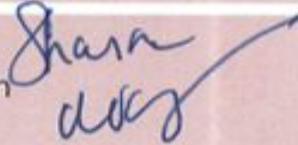
Ann Rakestraw - ESOL Lead



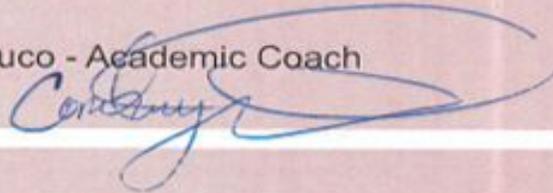
Erica Turnbull - Special Education Lead



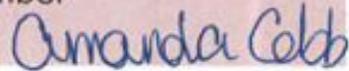
Sharon Worley - Academic Coach



Courtney Ortega Zuco - Academic Coach

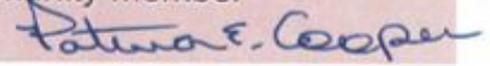


Amanda Cobb - SGT Staff Member

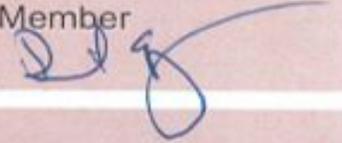


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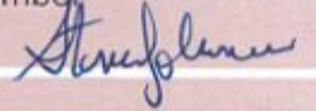
Patricia Cooper - SGT Community Member



David Eldridge - SGT Community Member



Stormi Johnson - SGT Staff Member



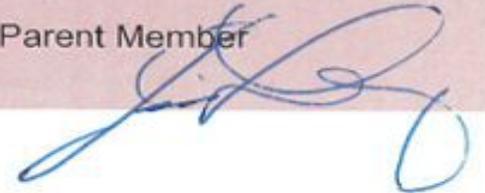
Ruben Lawrence - SGT Parent Member



Anitra Lewis - SGT Parent Member



Jessica Lopez - SGT Parent Member



Park Street: By the numbers

September 16, 2024



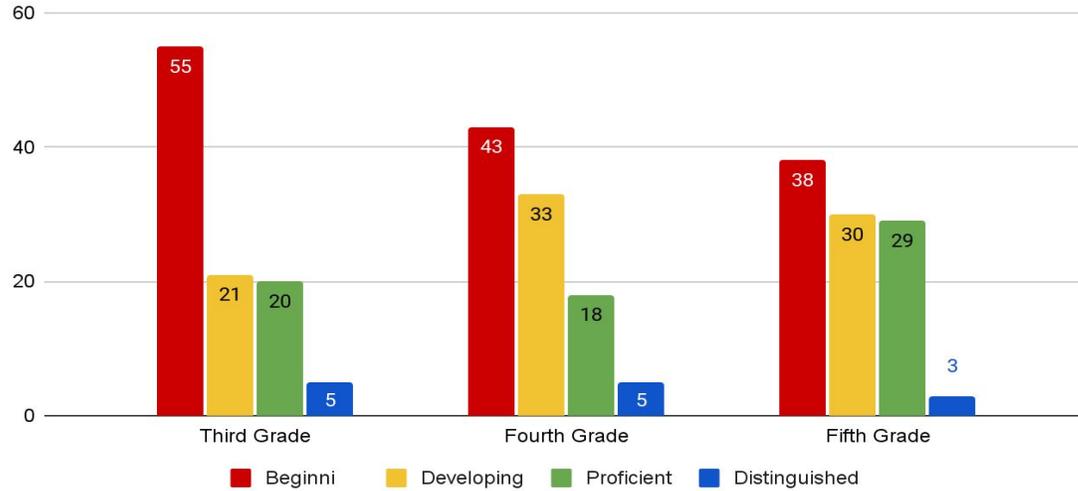
Total Number of Students	<i>Hispanic / Latino</i>	<i>African American</i>	<i>White</i>	<i>Asian</i>	<i>Multi Race / Other</i>	<i>Male</i>	<i>Female</i>	<i>MVP</i>	<i>Special Education</i>	<i>504 Active</i>	<i>ELL</i>	<i>Free & Reduced lunch (Title 1)</i>
474	306	129	21	3	15	237	237	39	79	5	233	
	65%	27%	4.4%	1%	3%	50%	50%	8%	16%**	1%	50%	96%

English Language Arts: GA Milestones 2024 & 2023

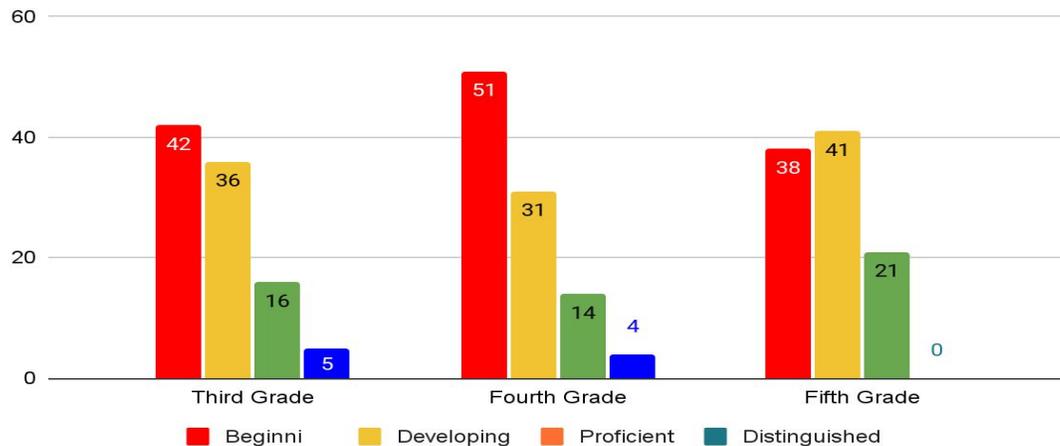
Outcomes and Comparisons



Spring 2024: ELA Milestones Outcomes



Spring 2023: ELA Milestones Outcomes



English Language Arts GA Milestones Outcomes: Spring 2023→Spring 2024

3rd Grade: Between 2021 and 2023, Park Street saw a 10% increase in the number of students achieving proficient or distinguished levels. From 2023 to 2024, this trend continued with an additional 2% rise. In Spring 2023, 78% of students were in the beginning and developing categories, while 21% reached proficient or distinguished levels. By Spring 2024, the proportion in the beginning and developing categories decreased to 76%, with 25% of students achieving proficiency or distinction.

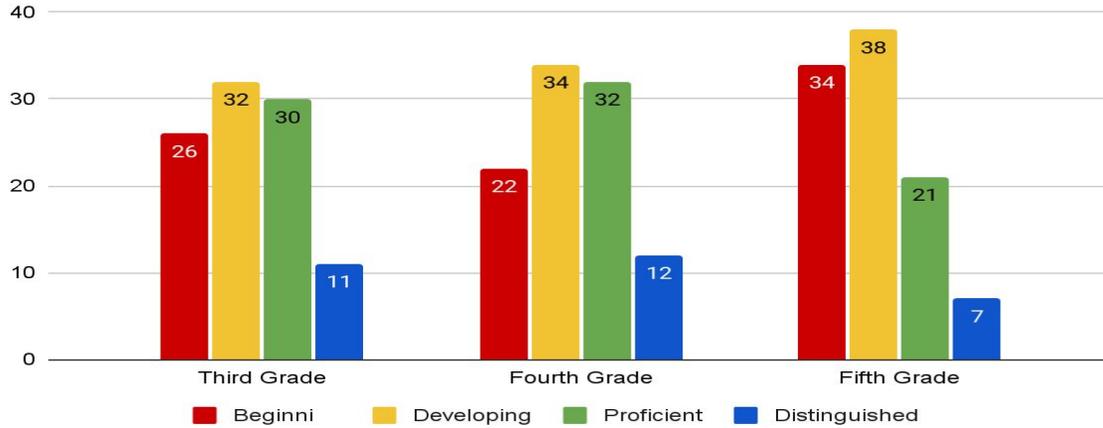
4th Grade: From 2022 to 2023, the percentage of students achieving proficient or distinguished levels increased by 10%. This upward trend continued between 2022 and 2024, with an additional 15% increase, including a further 5% rise from 2023 to 2024. In Spring 2023, 82% of students were in the beginning and developing categories, with 18% achieving proficiency or distinction. By Spring 2024, the percentage of students in the beginning and developing categories dropped to 76%, while 23% reached proficient or distinguished levels.

5th Grade: From 2022 to 2023, Park Street experienced a slight 2% decline in the number of students reaching proficient or distinguished levels. However, from 2022 to 2024, there was a notable 9% increase, followed by an 11% rise from 2023 to 2024. In Spring 2023, 79% of students were in the beginning and developing categories, with 21% achieving proficient or distinguished levels. By Spring 2024, the proportion of students in the beginning and developing categories dropped to 68%, while 32% achieved proficiency or distinction.

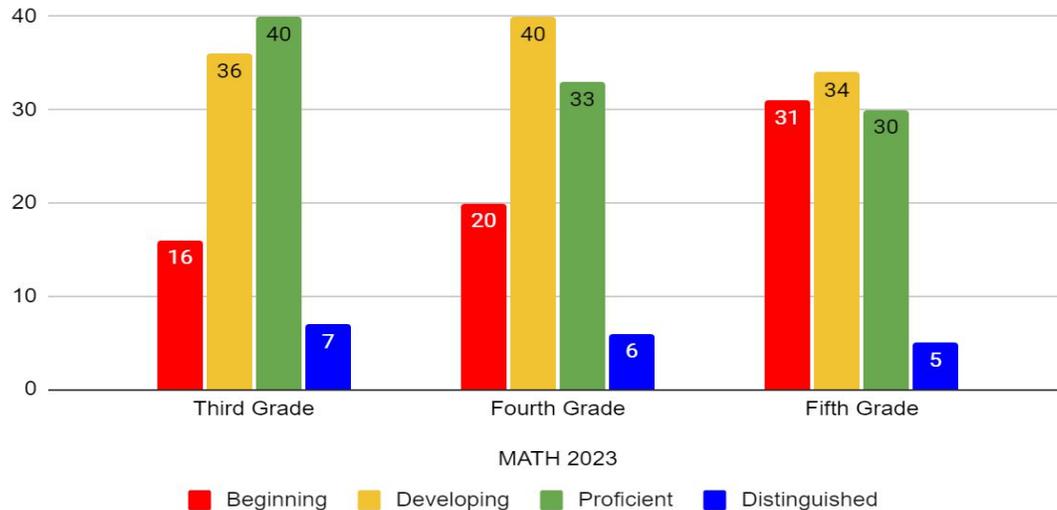
Mathematics: GA Milestones 2024 & 2023 Outcomes and Comparisons



Spring 2024: Math Milestones Outcomes



Spring 2023: Math Milestones Outcomes



Mathematics GA Milestones Outcomes: Spring 2023 → Spring 2024

3rd Grade: Between 2021 and 2023, Park Street saw a 19% increase in students reaching the proficient or distinguished levels. From 2022 to 2023, there was a 10% improvement, but from 2022 to 2024, the increase was more modest at 4%. However, between 2023 and 2024, there was a 6% decline in proficiency levels. In Spring 2023, 52% of students were classified in the beginning or developing categories, while 47% achieved proficient or distinguished levels. By Spring 2024, the proportion in the beginning and developing categories had grown to 58%, with only 41% achieving proficiency or distinction.

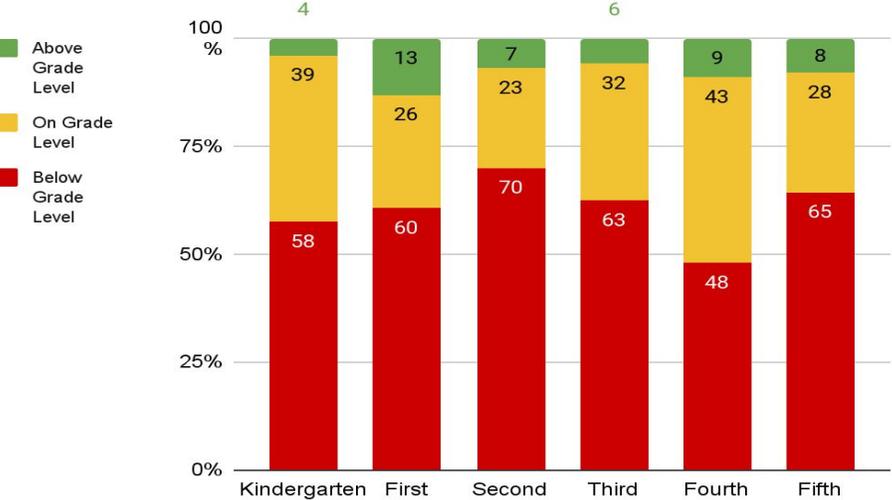
4th Grade: From 2021 to 2023, the number of 4th-grade students achieving proficient or distinguished levels rose by 3%. This trend continued from 2022 to 2024, with another 3% increase, and an additional 4% improvement from 2023 to 2024. In Spring 2023, 60% of students were in the beginning or developing categories, while 40% reached proficient or distinguished levels. By Spring 2024, these numbers improved, with 56% in the beginning and developing categories and 44% achieving proficiency or distinction.

5th Grade: Between 2021 and 2023, Park Street saw an 18% rise in students achieving proficient or distinguished levels. However, from 2022 to 2024, there was an 8% decline, including a 7% drop between 2023 and 2024. In Spring 2023, 65% of students were in the beginning or developing categories, with 35% reaching proficient or distinguished levels. By Spring 2024, the percentage in the beginning and developing categories had increased to 72%, leaving only 28% achieving proficiency or distinction.

Reading Needs Assessment: Fall 2024 Reading Achievement & Spring 2025 GA Milestones ELA Predictions



Fall 2024 - Reading Grade Level Report (MAP)



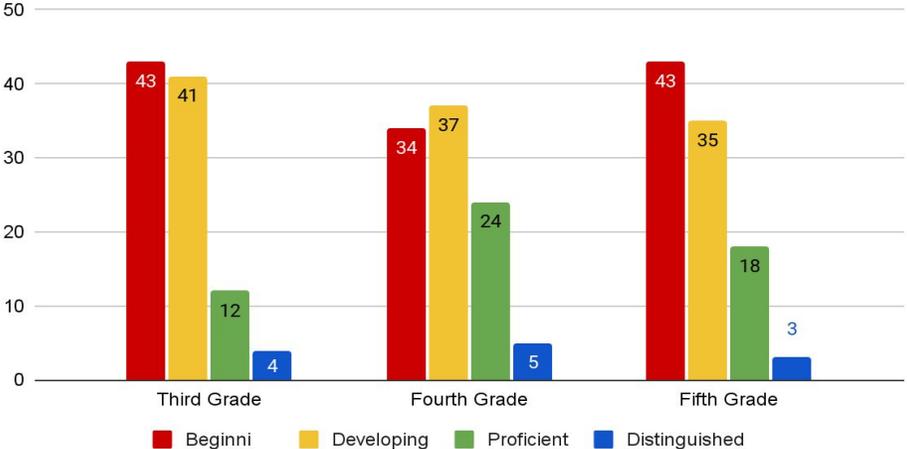
READING: Needs Assessment

To enhance grade-level achievement as measured by the Measure of Academic Progress (MAP) assessments, K-5 teachers will conduct a thorough analysis of data from the Fall 2024 and Winter 2025 MAP assessments. This will be done alongside district-wide structured literacy assessments administered at the beginning, middle, and end of the year. This data will inform instructional practices and aim to improve student outcomes.

Action Steps:

- **Science of Reading (SoR) Cycle:** Teachers will engage in district- and locally-provided professional development on the Five Pillars of Literacy, focusing on structured and foundational literacy and the district’s Wit & Wisdom initiative.
- **Literacy Leadership Team:** One teacher per grade will participate in the district Literacy Leadership Team to lead grade-level planning and preparation for Wit & Wisdom modules, as well as the implementation of the new GA ELA standards.
- **Data-Driven Instructional Planning:** Weekly Professional Learning Community (PLC) meetings, known as "Panther Hour," will focus on student data analysis to inform teaching strategies and instructional adjustments.
- **Reading Specialist:** Each grade will be supported by a reading specialist during small group instruction.
- **ESOL Teachers:** ESOL teachers will assist English Language Learners (ELLs) during small group reading and writing blocks to enhance literacy development. ESOL teachers attended district Sound Wall training.
- **Spring 2025 Tutoring:** Students identified as requiring additional support based on the Winter 2025 MAP and structured literacy assessments will receive targeted tutoring.
- **Specialized Instruction for Students with Disabilities (SWD):** IRR teachers will provide specially designed instructional support to students with disabilities in K-5.

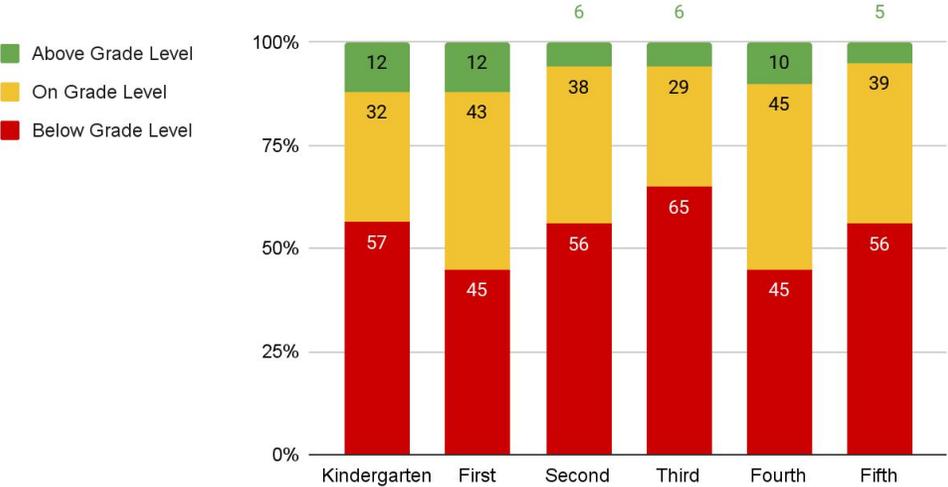
Fall 2024: ELA Milestones Predictions



Mathematics Needs Assessment: Fall 2024 Math Achievement & Spring 2025 GA Milestones Math Predictions



Fall 2024 - Math Grade Level Report (MAP)



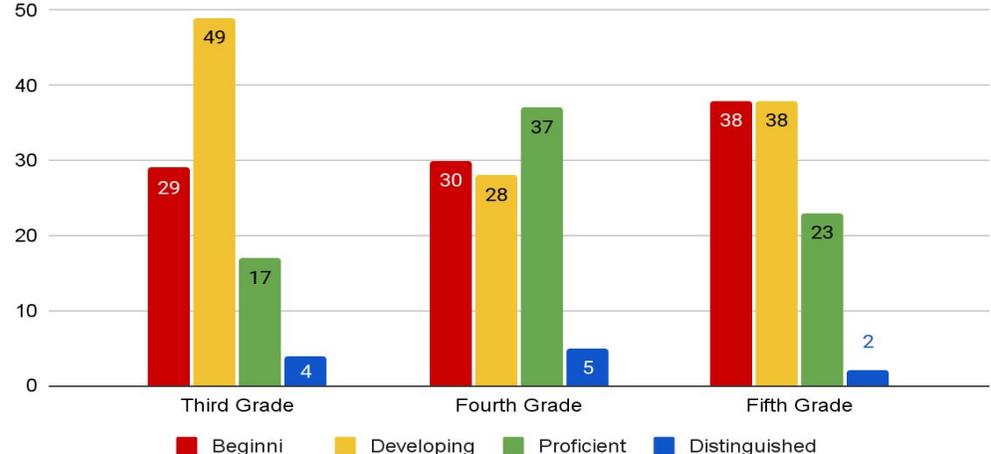
MATH: Needs Assessment

To increase grade-level achievement as measured by the Measure of Academic Progress (MAP) assessment, K-5 teachers will analyze data from the Fall 2024 and Winter 2025 MAP assessments, in conjunction with district-wide quarterly AMP assessments, to refine instructional practices aimed at elevating student performance.

Action Steps:

- **Spring 2025 Tutoring:** Students identified as needing additional support based on the Winter 2025 MAP math assessment will participate in targeted tutoring sessions.
- **Collaborative Learning Groups:** EIP teachers will facilitate small-group instruction, promoting collaboration among students.
- **Math Leadership Team Participation:** One teacher per grade level will engage in the district’s Math Leadership Team to share insights and strategies.
- **Data-Driven Instructional Planning:** Weekly Professional Learning Community (PLC) meetings, known as "Panther Hour," will include focused discussions on student data to inform teaching strategies.
- **Support for New and Early-Career Teachers:** Special coaching will be provided for teachers in their first or second year, particularly those serving students with disabilities (SWD) or English language learners (ESOL).
- **Small Group Instruction by EIP Teachers:** EIP teachers will focus on targeted math instruction based on student MAP RIT band data, offering personalized support.
- **Specialized Instruction for SWD Students:** IRR teachers will deliver specially designed instructional supports for students in K-5.

Fall 2024: Math Milestones Predictions



Strategic Plan: Park Street



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN RESOURCES

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



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

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

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

English Language Arts

By May 2025, based on GA Milestones, Park Street will increase the percentage of students scoring proficient / distinguished by 25%, as compared to Spring 2024 Milestones:

	Spring 2024		Spring 2025	
	Lvl: I / II	Lvl: III/IV	Lvl: I / II	Lvl: III/IV
3rd:	76%	24%	51%	49%
4th:	76%	24%	51%	49%
5th:	68%	32%	43%	57%

#LearnGrowThrive

Provide intentional professional development, that is focused on structured literacy, Wit & Wisdom, and continued support of new math standards.

Panther Partnerships

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

Consolidated Budget

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

Mathematics

By May 2025, based on GA Milestones, Park Street will increase the percentage of students scoring proficient / distinguished by 25%, as compared to Spring 2024 Milestones:

	Spring 2024		Spring 2025	
	Lvl: I / II	Lvl: III/IV	Lvl: I / II	Lvl: III/IV
3rd:	58%	41%	33%	66%
4th:	56%	44%	31%	69%
5th:	72%	28%	47%	53%

#LearnGrowThrive

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

Family Engagement

New PTA board focus on family, district, and community collaboration and engagement activities through increased parent involvement at school and community events.

Initiatives: What will we do to achieve success?

Structured Literacy: Sci. of Reading

Year 4 implementation of Structured Literacy and Year 1 implementation of Wit & Wisdom.

Literacy (SoR) Professional Development)

Support professional development that focuses on structured literacy and Wit & Wisdom (collaborative conversations and planning). Participation in district's Literacy Leadership Team.

Community Relations

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

Charter Budget

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

Balanced Math Framework

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

Supporting Teachers

Continued participation in district Math Leadership Team. Monthly PLCs for support teachers (ESOL, RS, EIP, and DLI).

Panther Parent Education

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

Initiatives:
What will we do to achieve success?

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

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

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

Structured Literacy Framework

- Commit charter and consolidated funds to literacy initiatives.
- All staff shall engage in monthly [coaching weeks] professional development with SoR facilitator.
- Continued integration of school-wide reading intervention block (targeted differentiated instruction).
- Utilize weekly PLC meetings (Panther Hour) to support data-driven literacy instruction.
- Utilize Reading Specialist for direct and explicit reading interventions and instruction.
- Utilize weekly PLC (Panther Hour) to collectively collaborate how to scaffold Wit and Wisdom to ensure fidelity and rigor of instruction.
- Utilize district's NWEA "My Path" for as additional instructional support.

- JANUARY 2025**
- By January of 2024, see an increase of 30% in Reading achievement levels of students in grades K-5.
 - Review quarterly benchmark and SoR data to support to support teacher pedagogy and student achievement
 - Monitor System 44 and 95%-RAP intervention data
 - Monitor MTSS process

JUNE 2025

By May 2025, Park Street will increase the percentage of students reading at or above grade level from, as measured by MAP:

- K: 44% to 64% 3rd: 38% to 58%
- 1st: 42% to 62% 4th: 51% to 71%
- 2nd: 29% to 49% 5th: 36% to 56%

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

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



STUDENT ACHIEVEMENT

Prepare every student for college and career success.

- In support of new math standards, Park Street will provide standards-based math instruction using the Math Workshop model, utilizing **Hand2Mind**, **Math In Practice**, and **Savvas** Math resources.
- Provide daily intervention and instruction based on Savvas quick checks, unit assessments, and district AMP assessment results.
- Implement **Number Talks** K-5 in order to build conceptual understanding of numbers and develop critical thinking.
- Utilize district's NWEA "My Path" for as additional instructional support.
- Academic coaches will conduct weekly check-ins to provide strategic teaching support.
- MLT Team members.

JANUARY 2025

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

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

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

JUNE 2025

By May 2025, based on MAP, Park Street will increase the percentage of students performing mathematics at or above grade level:

- K: 44% to 64% 3rd: 34% to 54%
- 1st: 56% to 76% 4th: 55% to 75%
- 2nd: 46% to 66% 5th: 43% to 63%

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

Balanced Math Framework

Initiatives:
What will we do to achieve success?

Structured Literacy Framework



STUDENT ACHIEVEMENT

Prepare every student for college and career success.

Balanced Math Framework

Evidence of Progress: Impact Check #1- Fall

ELA: Beginning of Year MAP

	Below grade level	On grade level	Above grade level
K	57%	40%	4%
1st	59%	27%	15%
2nd	63%	28%	9%
3rd	62%	32%	6%
4th	49%	43%	8%
5th	64%	28%	8%

MATH: Beginning of Year MAP

	Below grade level	On grade level	Above grade level
K	56%	43%	11%
1st	45%	43%	13%
2nd	55%	40%	6%
3rd	66%	28%	6%
4th	44%	45%	10%
5th	57%	38%	5%

Evidence of Progress: Impact Check #2- Winter

Winter (Dec. 2024) MAP

	Below grade level	On grade level	Above grade level
K	44%	43%	12%
1st	72%	16%	12%
2nd	58%	27%	15%
3rd	50%	45%	6%
4th	54%	36%	9%
5th	60%	32%	7%

Winter (Jan. 2025) MAP

	Below grade level	On grade level	Above grade level
K	43%	31%	26%
1st	47%	41%	12%
2nd	43%	49%	7%
3rd	58%	39%	3%
4th	40%	51%	9%
5th	51%	39%	10%

Evidence of Success: Impact Check #3- End of Year (MAP)

Spring (May 2025) MAP

	Below grade level	On grade level	Above grade level
K	44%	37%	20%
1st	57%	32%	13%
2nd	56%	34%	10%
3rd	69%	29%	3%
4th	55%	39%	6%
5th	61%	29%	9%

Spring (May 2025) MAP

	Below grade level	On grade level	Above grade level
K	24%	50%	25%
1st	45%	43%	13%
2nd	57%	35%	9%
3rd	48%	47%	4%
4th	49%	36%	15%
5th	54%	38%	9%

Evidence of Success: Impact Check #3- End of Year (GA Milestones)

Spring 2025 GA ELA Milestones

Beginning Level	2023	2024	2025
3rd	42%	55%	49%
4th	51%	43%	46%
5th	38%	38%	40%

Developing	2023	2024	2025
3rd	36%	21%	35%
4th	31%	33%	29%
5th	41%	30%	33%

Proficient	2023	2024	2025
3rd	16%	20%	14%
4th	14%	18%	16%
5th	21%	29%	22%

Distinguished	2023	2024	2025
3rd	5%	5%	3%
4th	4%	5%	9%
5th	0%	3%	5%

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

**Learn. Grow.
Thrive.**



**HUMAN
RESOURCES**

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

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

- Commit charter and consolidated funds to literacy initiatives.
- Support Reading Specialists with appropriate schedules, resources, and professional development.
- Implement quarterly staff check-ins.
- Individual post observation conferences with teachers after TKES evaluations.
- Instructional Rounds with administrative team and coaches to ensure consistency among leadership in rating reliability.
- Implement weekly PLC (Panther Hour): Driven by data, differentiated to meet grade-level needs, with a focus on collaboration and alignment with school and district initiatives.
- Progress monitor (ELA): Cox Campus, Oral Reading Fluency (ORF), Wit and Wisdom assessments, and district structured literacy assessments.
- Progress monitor (Math): Savvas quick checks, grade level common assessments, and district quarterly AMP assessments.
- Professional development: quarterly Literacy Leadership Team and Math Leadership Team redelivery - with direct coaching and feedback for teachers.
- Community & Culture: weekly staff shout-outs, monthly Learn*Grow*Thrive awards to acknowledge staff.

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

- Ensure funds are used to support literacy initiatives
- Weekly PLC (Panther Hour): data drive 10-day instructional framework
- Administrative data review from Instructional Rounds
- Follow up / support: informal observations after job embedded PD to ensure teachers demonstrate understanding and correct implementation of strategies
- Progress monitor: SoR data. Active participation in SoR cycle professional development and instructional rounds
- Progress monitor: Math assessment data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments
- Monthly Acknowledgements: Staff celebrations during monthly staff meeting (birthdays and LGT Awards)

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

- By May 2025, based on MAP, Park Street will increase the percentage of students reading at or above grade level.
- By May 2025, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished.
- Spring 2024: Increase teacher retention. Teachers feel supported and valued at Park Street
- Formal and informal observation data will show increase in academic engagement and achievement
- Positive reception of SoR and Math professional development as measured by staff feedback
- Reduction in student (behavioral) referrals
- Minimized staff turnover with majority of those leaving (9 individuals) leaving for retirement (30+ years) or moving for change of life (marriage, baby, or out of state).

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

**Learn. Grow.
Thrive.**



**HUMAN
RESOURCES**

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

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

- Monthly budget reports show support of literacy initiatives.
- Monthly staff meetings check-ins.
- Weekly PLC Agendas (Panther Hour): Driven by data, differentiated to meet grade-level needs, with a focus on collaboration and alignment with school and district initiatives.
- Administrative data review from Instructional Rounds.
- Follow up / support: informal observations after job embedded PD to ensure teachers demonstrate understanding and correct implementation of strategies.
- Progress monitoring ELA data: Cox Campus, Oral Reading Fluency (ORF), Wit and Wisdom assessments, and district structured literacy assessments.
- Progress monitoring Math data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments.
- Monthly Acknowledgements: Staff celebrations during monthly staff meeting (birthdays and LGT Awards).

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

- Monthly budget meetings with bookkeeper.
- Monthly staff meeting agendas.
- Documented weekly PLC (Panther Hour): data drive 10-day instructional framework
- Documented OAA & admin. data review from Instructional Rounds with teacher/team follow-up
- Documented coaching notes: Follow up / support after observations & PD to ensure teachers demonstrate understanding and correct implementation of strategies
- Weekly PLC conversations monitoring SoR assessment data, math pacing and assessment data: Savvas, CFA, & district quarterly benchmark assessments / reviews
- Aug.-May. monthly Learn, Grow, Thrive, & Sawubona celebrations during monthly staff meeting (birthdays and LGT Awards)

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

Spring MAP (Reading)

	Below grade level	On grade level	Above grade level
K	44%	37%	20%
1st	57%	32%	13%
2nd	56%	34%	10%
3rd	69%	29%	3%
4th	55%	39%	6%
5th	61%	29%	9%

Spring MAP (Math)

	Below grade level	On grade level	Above grade level
K	24%	50%	25%
1st	45%	43%	13%
2nd	57%	35%	9%
3rd	48%	47%	4%
4th	49%	36%	15%
5th	54%	38%	9%

Initiatives:
What will we do to achieve success?

Community & Family Engagement



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

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



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

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



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

- Increased PTA memberships
- Increased family attendance and participation in various school events.
- Increased parent communication with teachers and administration via social media, Dojo, email, and blackboard related to school and extracurricular activities and events.
- Increased community partnerships.
- Increased positive reviews and comments from community stakeholders as measured by Family / Community surveys.

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

**Community
& Family
Engagement**



"X" formerly Twitter:
@ParkStEle
@Principal_ASoto

Instagram:
@principal_asoto
@parkstreetpanthers

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

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

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

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

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

- Increased community partnerships and engagement through SGT, parent liaison office, and community partnership offices.
- Increased number of PTA membership from Fall to Spring
- Increased parent / community attendance in school events
- By May 2025, based on MAP, Park Street will increase the percentage of students reading at or above grade level.
- By May 2025, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished.

Initiatives:
What will we do to achieve success?

Transparent and Equitable Use of Consolidated Funds



FISCAL RESPONSIBILITY

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

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

- Continue effective implementation of district bookkeeping processes.
- Monthly Bank Reconciliation reports from district office.
- School Governance Team (SGT) budget oversight.
- Track local, consolidated, and charter budgets with biweekly meetings with bookkeeper.
- Budget was reviewed, approved, and voted on by School Governance Team Members (TBD).
- Building Leadership Team participated in discussions related to consolidated and charter expenditures (7/19/24).
- FTE - classroom models reflect state and district guidelines that maximize funding formula to leverage FTE for gifted, ESOL, EIP, and Special Education.

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

- Clear routines and procedures for submitting, reviewing, and approving purchase orders.
- Monthly reconciliation reports
- Monthly budget meetings
- Dedicated funds for Spring tutoring for grades 2-5
- All spending aligned to student and teacher learning needs (instructional, professional development, and external learning opportunities)

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

- **REDUCED** audit findings that need improvement.
- Increased student participation in extra-curricular and learning opportunities.
- By May 2025, based on MAP, Park Street will increase the percentage of students reading at or above grade level.
- By May 2025, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished.
- Maintained stable FTE counts leading to zero net lost of staff allotments.

**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**

Transparent and
Equitable Use of
Consolidated
Funds



**FISCAL
RESPONSIBILITY**

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

- Effectively implement district bookkeeping processes.
- Monthly Bank Reconciliation reports (MBR) from district office.
- School Governance Team (SGT) budget overview and discussions during monthly meeting.
- Track local, consolidated, and charter budgets with biweekly meetings with bookkeeper.
- Budget was reviewed, approved, and voted on by School Governance Team Members (TBD).
- Building Leadership Team participated in discussions related to consolidated and charter expenditures (7/19/24).
- FTE - classroom models reflect state and district guidelines that maximize funding formula to leverage FTE for gifted, ESOL, EIP, and Special Education.

- Monthly meetings with bookkeeper to ensure compliance with financial guidelines and school needs.
- All budgets have positive balance.

- Budget was set, monitored, and balanced throughout the year.
- All budgets had positive balance.

Charter Funding - Strategic Support

-SGT Request Form-

School:

Park Street Elementary School: SY 2024-2025

Amount Requested:

\$34,275.00

Date of SGT Approval/Vote¹:

10/18/2024 - TBD

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

For SY 24-25, Approximately 80% of Park Street’s Charter Funds shall be dedicated to the continued support of district literacy initiatives connected to Science of Reading, Structured Literacy, and Wit & Wisdom. As well as support of the state’s new Math standards.

- Dedication of \$10,000 for Spring tutoring based on Winter 2025 MAP Reading and Math data.
- Dedication of approximately \$14,000 for structured literacy and mathematics (Reading Specialists, instructional materials, resources, & professional development)

- Dedication of \$3,000 for Reading Conference (NC) & EIP Math - DO THE MATH pd - Metro RESA - Math engagement.

The remaining (approximate) 20% of Charter funds will be utilized as follows:

- Dual Language Immersion program support
- Student experiences (in and out of school field trips)
- Web based subscriptions and licenses.

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>Approximately 80%</p> <ul style="list-style-type: none"> • Spring tutoring [11 weeks] explicit reading & math instruction: intervention & acceleration. • Literacy and Mathematical support (instructional materials, resources, & professional development). • Reading & Math conferences. 	<p>Student achievement, Human Capital, & Fiscal Responsibility Continued support of district literacy initiatives and updated state math standards connected to School Improvement Plan.</p>	<ul style="list-style-type: none"> • Increase the percentage of students reading at or above grade level as measured by Fall to Winter MAP. • Measure Reading Specialist effectiveness based district SoR assessment data on Performance Matters. • Monitoring DLI student growth in Reading as measured by Spanish MAP 	<ul style="list-style-type: none"> • Increase the percentage of students reading at or above grade level as measured by MAP & Georgia Milestones. • Increase the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones. • Increase the number of students being able to read proficiently in Spanish as measured by Spanish MAP. 	<ul style="list-style-type: none"> • \$10,000.00 • \$13,540.00 • \$3,000.00
<p>Approximately 25%</p> <ul style="list-style-type: none"> • Dual Language Immersion program support. • In and out of school field trip experiences. • WEb based subscriptions and licenses (Reading AZ, Social Studies Weekly). • Expendable equipment as needed • \$1,000.00 RESERVE 	<p>Student achievement & Community Collaboration Funding enrichment activities for students connected to GA Standards of Excellence</p> <p>Expendable / consumable equipment as needed</p>	<ul style="list-style-type: none"> • Connecting real-world experiences to instructional standards off and on campus • Improved student outcomes as measured by FALL 24 to SPRING 25 MAP and SPRING 25 GA Milestones 	<ul style="list-style-type: none"> • Increase the percentage of students reading at or above grade level as measured by MAP & Georgia Milestones. • Increase the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones. 	<ul style="list-style-type: none"> • \$2,000.00 • \$3,000.00 • \$2,000.00 • \$1,000.00

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.