




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

# School Improvement Plan

School Name	 Dunleith Elementary School
School Year	2025-2026



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

- **Dunleith's Mission Statement:**

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

- **Dunleith's Vision Statement:**

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

- **Dunleith's Core Values:**

- Joy, Excellence, Community, Resilience

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

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

- **Valores fundamentales de Dunleith:**  
Alegría, Excelencia, Comunidad, Resiliencia



## **Intent and Purpose Statement of the School Strategic Plan**

The purpose of Dunleith's School Strategic Plan is to use student data and implement an action plan that will result in improved student academic achievement at all grade levels.

Dunleith's School Strategic Plan contains reading, math, science, and Oral Reading Fluency data. The School Improvement Plan also contains historical student achievement data, comparative student achievement data, demographic/subgroup student achievement data, and growth student achievement data.

We will create, implement, and monitor our student academic achievement action plan to show growth and improvement in student academic achievement during the 2025-2026 school year.



## Dunleith's Demographic Information

- Dunleith Elementary School is a public school located in Marietta, GA, and the school is a part of Marietta City Schools.
- The student population of Dunleith Elementary School is 555 (9/08/25), and the school serves grades Kindergarten through fifth grade.
- The school's minority student enrollment is 94%.
- The student population is comprised of 49% female students and 51% male students.
- The school is identified as a Title I School. 82% of the students at Dunleith receive free and reduced meals as of 9/04/25 based on enrollment data from fall 2024 to fall 2025.
- Dunleith has three Autism units and co-taught Special Education classes at each grade level.
- Dunleith has a Dual Language Immersion Program in grades K-5.
- Dunleith serves gifted students in grades K-5 and has intermediate accelerated reading and math classes.
- Dunleith serves students in Grades 3-5 in Accelerated Reading and Math.
- Approximately 22% of the Dunleith's student population receives ESL services.
- 11% of our students receive special education services.

Dunleith School Improvement Purpose Page

[Dunleith School Improvement Purpose Page](#)

# **DUNLEITH CONSOLIDATION OF FUNDS – INTENT AND PURPOSE**

Dunleith Consolidated of Funds – Intent and Purpose  
Document

# Dunleith's Fall 2024 Reading MAP Data Compared to Dunleith's Fall 2025 Reading MAP Data

## Fall to Fall Comparison Reading MAP Data

Grade Level	Fall 2024 Achievement Percentile	Fall 2025 Achievement Percentile	Projected Growth Fall 2025	Observed Growth Fall 2025
Grade 1	53	78	17.7	21
Grade 2	61	81	15.1	20
Grade 3	74	69	14.4	14
Grade 4	56	66	11.1	13
Grade 5	54	68	7.9	11

# Dunleith's Fall 2024 Math MAP Data Compared to Dunleith's Fall 2025 Math MAP Data

## Fall to Fall Comparison Math MAP Data

Grade Level	Fall 2024 Achievement Percentile	Fall 2025 Achievement Percentile	Projected Growth Fall 2025	Observed Growth Fall 2025
Grade 1	66	88	18.1	22
Grade 2	78	79	14.2	15
Grade 3	75	86	11.2	14
Grade 4	68	74	12.8	13
Grade 5	68	75	9.6	11

## Differentiated Reading/ELA Academic Achievement Goals for the 2025-2026 School Year

<b>Grade Level</b>	Number of Proficient/ Distinguished on the Spring GA Milestones (3-5) and Spring MAP Number of Students 65 <sup>th</sup> Percentile (K-2)	Fall MAP 2025 - The Number of Students Proficient and Distinguished – At or Above the 65 <sup>th</sup> Percentile	Number of Students Needed to Move to the Proficient or Distinguished on the GA Milestones and Spring MAP	Number of Students needed to be Proficient/ Distinguished on the GA Milestones and Spring MAP Assessment	The Percentage of Students Needed to Acquire Adequate Academic Achievement on the GA Milestones and Spring MAP Assessments
<b>Kindergarten</b>	56 out of 101 Students 55%	29 out of 96 students 30%	Move 27	56 out of 96 Students	58%
<b>First</b>	58 out of 100 Students 58%	49 out of 109 Students 45%	Move 16 Students	65 out of 109 Students	60%
<b>Second</b>	37 out of 87 Students 43%	32 out of 87 Students 38%	Move 14 Students	46 out of 89 Students	52%
<b>Third</b>	21 out of 78 Students 27%	23 out of 81 Students 28%	Move 10 Students	33 out of 81 Students	40%
<b>Fourth</b>	33 out of 85 Students 38%	33 out of 85 Students 38%	Move 5 Students	38 out of 85 Students	44%
<b>Fifth</b>	36 out of 88 Students 40%	40 out of 90 Students 44%	Move 10 Students	50 out of 90 Students	55%

## Differentiated Math Academic Achievement Goals for the 2025-2026 School Year

<b>Grade Level</b>	Number of Proficient/ Distinguished on the Spring GA Milestones (3-5) and Spring MAP Number of Students 65 <sup>th</sup> Percentile (K-2)	Fall MAP 2025 - The Number of Students Proficient and Distinguished – At or Above the 65 <sup>th</sup> Percentile	Number of Students Needed to Move to the Proficient or Distinguished on the GA Milestones and Spring MAP	Number of Students needed to be Proficient/ Distinguished on the GA Milestones and Spring MAP Assessment	The Percentage of Students Needed to Acquire Adequate Academic Achievement on the GA Milestones and Spring MAP Assessments
<b>Kindergarten</b>	62 out of 101 Students 61%	30 out of 96 Students 30%	Move 32 Students	61 out of 96 Students	64%
<b>First</b>	61 out of 100 Students 61%	52 out of 109 Students 48%	Move 20 Students	65 out of 109 Students	60%
<b>Second</b>	43 out of 87 Students 49%	40 out of 89 Students 45%	Move 8 Students	48 out of 89 Students	54%
<b>Third</b>	39 out of 78 Students 50%	47 out of 81 Students 53%	Move 0 Students	47 out of 81 Students	58%
<b>Fourth</b>	40 out of 85 Students 47%	34 out of 85 Students 40%	Move 18 Students	52 out of 85 Students	61%
<b>Fifth</b>	49 out of 88 Students 56%	28 out of 90 Students 31%	Move 29 Students	57 out of 90 Students	55%

# Dunleith and MCS Oral Reading Fluency Fall Data by Grade Level & Sub-Group

**Dunleith and MCS Oral Reading Fluency Fall Data by Grade Level & Sub-Group**

ORF	DL All Percentage of Mastery	MCS ALL Percentage of Mastery	DL SWD Percentage of Mastery	MCS SWD Percentage of Mastery	DL ELL Percentage of Mastery	MCS ELL Percentage of Mastery
Grade 2	58%	61%	17%	45%	39%	35%
Grade 3	60%	63%	57%	38%	42%	29%
Grade 4	56%	61%	33%	29%	29%	28%
Grade 5	48%	54%	20%	34%	10%	11%

# Dunleith Oral Reading Fluency Beginning, Middle, and End of Year Goals for the 2025-2026

## Dunleith Oral Reading Fluency Fall Data by Grade Level & Sub-Group

ORF	DL Beginning of the Year Percentage of Mastery for All	DL Mid-Year Goals for All Students	DL End of Year Goals for All Students	DL SWD Beginning of the Year Mastery Percentage	DL SWD Mid-Year Goals	DL SWD End of the Year Goals	DL ELL Beginning of the Year Mastery Percentage	DL ELL Mid-Year Goals	DL ELL End of Year Goals
Grade 2	58%	63%	68%	45%	50%	55%	39%	43%	48%
Grade 3	60%	65%	70%	38%	43%	48%	42%	47%	52%
Grade 4	56%	61%	66%	29%	33%	38%	29%	33%	38%
Grade 5	48%	53%	58%	34%	39%	43%	10%	15%	20%

# Fifth Grade Science GA Milestones Goal

2024-2025 Fifth Grade Science GA Milestones Achievement

52% of students scored Proficient or Distinguished on the GA Milestones Assessment

2025-2026 55% of Fifth Grade Students will score Proficient or Distinguished on the Science GA Milestone Assessment

# Strategic Plan:



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



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



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



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

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

**Reading/ELA Academic Achievement Goals**  
**K 58% at or above 65<sup>th</sup> Percentile**  
**Grade 1 – 60% at or above 65<sup>th</sup> Percentile**  
**Grade 2 – 52% at or above 65<sup>th</sup> Percentile**  
**Grade 3 - 40% Proficient or Distinguished**  
**Grade 4 - 44% Proficient or Distinguished**  
**Grade 5 - 55% Proficient or Distinguished**

**Math Academic Achievement Goals**  
**K 64% at or above 65<sup>th</sup> Percentile**  
**Grade 1- 60% at or above 65<sup>th</sup> Percentile**  
**Grade 2 -54% at or above the 65<sup>th</sup> Percentile**  
**Grade 3 - 58% Proficient or Distinguished**  
**Grade 4 - 61% Proficient or Distinguished**  
**Grade 5 – 55% Proficient or Distinguished**

Mentor for ELA Coach  
 Contract Service with Level UP Teaching with a focus on instructional strategies for Tier 1, ELL Students, and SWD Students  
 Hired 2 DLI Instructional Paras to support reading and math instruction  
 Plan and implement regular celebrations to highlight staff and student achievements.  
 Collaborate with District Science of Reading Coaches and Personnel  
 Collaborate with ESL District Coach providing on-going for entire staff

Hired a Retired Teacher to support ELA and math instruction at various grade levels.  
 Collaborate with the district Math Coach and Dunleith Math Coach regarding math instruction  
 Conduct weekly Math PLC Meetings with Math Coach

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

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

Use Funds from the Literacy & Justice for all Grant, Consolidated Funds, Charter Funds, and Local Funds appropriately to ensure financial efficiency and equity of programs to meet the needs of all students.  
 Meet regularly with the Bookkeeper, Principal's Secretary, and the Admin. and Central Office to review the budget  
 Create a spreadsheet of all financial transactions and review the information regularly  
 Participate in yearly financial audit

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

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

**STUDENT DATA TALKS**  
 Walkthroughs with teacher feedback  
 Focus on small group instruction  
 50% increase in third-grade small-group instruction time (60 minutes)  
 K-2 increase in small group instruction time (45 minutes)  
 4th-5th 30-minute daily reading intervention Block

**(POD Time)**  
 Standards-based math instruction  
 Targeted instructional walkthroughs with teacher feedback  
 Student data talks  
 K-5 90-minute math block  
 Focus on small group instruction  
 MTSS interventions included in 90 90-minute block

Weekly Wit & Wisdom collaborative Planning.  
 Weekly Math Planning Sessions  
 Weekly Data Talks  
 Ongoing collaboration between teachers and the MTSS Coordinator, Teacher Support Specialist and School Counselors to provide additional support to students in reading and math

Provide ongoing training for all staff in the Science of Reading  
 Follow PLC Protocols for Student Data Meetings

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

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

Hired 2 Dual Language Immersion Instructional Paraprofessionals and hired 2 additional Instructional Paras to support academic achievement in our DLI classes and other classes, K-5  
 Hired a part-time teacher to focus on strengthening instruction at various grade levels  
 Purchase Curriculum enrichment resources aligned with Wit & Wisdom themes and math standards

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

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

1. Structured Literacy
2. Implementation of Wit & Wisdom
3. Student data talks
4. Walkthroughs with teacher feedback
5. Focus on small group instruction
6. Coaching cycle for W&W and Morphology



**STUDENT ACHIEVEMENT**

Prepare every student for college and career success.

1. Standards-based math instruction
2. Targeted instructional walkthroughs with teacher feedback
3. Student data talks
4. 90-minute math block
5. Small group instruction
6. Coaching cycles

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

Provide Opportunities for on-site and off-site professional learning to support reading and math instruction in grades K-5

Use Science of Reading Structured Literacy Data and MAP Data to create student groups focused on phonemic awareness, phonics, oral reading fluency, morphology, and comprehension

Engage in 3 3-week data cycle for Structured Literacy and Reading Specialists and Teachers to create flexible student groups

Utilize Morpheme Instructional practices in grades K-5 in content instruction

Engage in Structured Literacy Walkthroughs throughout the school year and provide feedback to teachers regarding Structured Literacy Instruction

Focus on Oral Language Development in all grade levels, including Autism focus and access classes throughout the school year

ESL Teachers, Special Education Teachers, and Gifted Teachers attend Professional Development focused on structured literacy practices for ESL students and Special Education Students

Provide AC math & AC ELA Instruction for students delivered by Gifted Teachers, and provide Tier I Enrichment activities to all students aligned with reading and math themes and standards

All students will receive small group reading and math instruction, grades K-5, daily

Provide Opportunities for on-site and off-site professional learning to support reading and math instruction in grades K-5

Purchase math resources that focus on number sense and number fluency

Science of Reading Pedagogy & Instructional Practices

Focus on small math group instruction in K-3

Frequent & Effective Use of math Manipulatives and District Resources

Utilize IXL Program to reading and math instruction K-5 and provide intervention support to students in the MTSS process

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

Increase the number of Students showing mastery and meeting grade-level standards as demonstrated through ongoing formative and summative assessments and the Mid-Year MAP Reading/Language arts and Math assessment.

1. Weekly data meetings with grade level PLCs to discuss student performance in Reading, Math, and MTSS.
  2. Weekly planning time for W&W and Math.
  3. Quarterly ½ day planning for W&W and Math.
  4. Quarterly walkthroughs with CO Personnel for W&W, Math, Science, and Structured Literacy
1. Quarterly data meeting to discuss 5<sup>th</sup>-grade Science progress.
  2. MCS Elementary Science Coach, collaborative planning with STEM Teacher.
  3. MCS Elementary Science Coach quarterly walkthroughs in 5th Science.
  4. MCS Elementary ESOL Coach walkthroughs for ESOL instruction.
  5. Data cycle for structure literacy (every 3-5 weeks)
  6. Weekly progress monitoring and RAN assessments for SWD to monitor their academic and behavioral progress.
  7. MCS Elementary Math Coach collaboration with teachers and Dunleith Math Coach

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

Students will meet or exceed the school-wide grade-level goal in reading as indicated on the MAP reading assessment and or the GA Milestones reading/language arts assessment by May 2025.

1. 40% of 3<sup>rd</sup>-grade students score at proficient/distinguished on EOG Reading.
  2. 44% of 4<sup>th</sup>-grade students score at proficient/distinguished on EOG Reading.
  3. 55% of 5<sup>th</sup>-grade students score at proficient/distinguished on EOG Reading.
  4. 52% 5<sup>th</sup> 5<sup>th</sup>-grade students score at proficient/distinguished on EOG Science.
  5. 60% of K students score at 65<sup>th</sup> % or higher in reading & math
  6. 55% of 1<sup>st</sup> Grade students score at 65<sup>th</sup> % or higher in reading & math
1. 40% & 58% of 2<sup>nd</sup> Grade Students score at the 65 % in reading & math
  2. 58% of 3<sup>rd</sup> grade students scored at proficient/distinguished on EOG Math.
  3. 61% of 4<sup>th</sup>-grade students scored at proficient/distinguished on EOG Math..
  4. 55% of 5<sup>th</sup>-grade students scored at proficient/distinguished on EOG Math.
  5. 64% of K-1 students scored at 65%ile or higher on Spring MAP Math.

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

1. **Structured Literacy**
2. **Implementation of Wit & Wisdom**
3. **Student data talks**
4. **Walkthroughs with teacher feedback**
5. **Focus on small group instruction**
6. **Coaching cycle for W&W and Morphology**



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

Review of assessment data from Wit & Wisdom during PLC meetings and make instructional adjustments based on the data decline in the number of students not performing on grade level  
 Review of Structured Literacy Flexible Group data and make student changes as needed  
 Review of MAP Data and create goals and action plans based on student's Fall MAP Data  
 Create Student Accountability Forms for each grade level to increase the level of student accountability regarding grades and behaviors

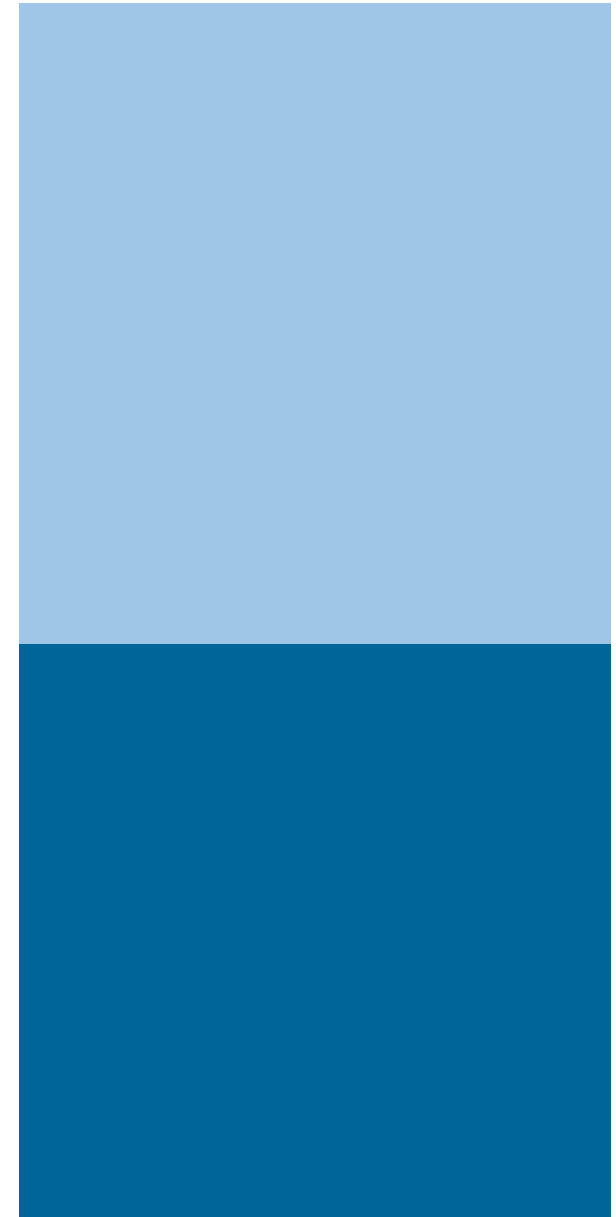


**Evidence of Progress:  
Impact Check #2- Winter**

Participate in ½ Day Grade-Level Wit & Wisdom Planning Sessions  
 Held Individual Mid-Year Teacher Data Meetings and discussed student's academic achievement on the Winter MAP Assessments and Teachers' Progress towards meeting academic achievement goals  
 Teachers held Parent-Teacher Conferences for various students to discuss students' academic achievement  
 Participate in ESL Professional Development sessions throughout the school year to address the needs of our ESL students



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



1. **Standards-based math instruction**
2. **Targeted instructional walkthroughs with teacher feedback**
3. **Student data talks**
4. **90 minute math block**
5. **Small group instruction**
6. **Coaching cycles**



Created POD Time for fourth & Fifth Grade Students to receive additional support in reading and math  
 Hired 2 instructional paras to support reading and math instruction in D DLI at various grade levels  
 Hired 2 instructional Paras to support reading and math instruction at various grade levels  
 Instructional Walkthroughs conducted by Administrators, Instructional Coaches and district Personnel



Participate in Science of Reading Instructional Walkthroughs throughout the school year and schedule follow-up meetings with individual teachers to share feedback from walkthroughs  
 Held ½ Day Math Leadership Team Planning Sessions  
 Held DLI Planning Sessions  
 Participated in Grade Level Wit and Wisdom weekly planning sessions  
 Implementation of Math Camp for Second through Fifth Grade Students to increase the number of students at the Proficient and Distinguished Levels



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

Monitor the Implementation Process of Structured Literacy and Wit & Wisdom and engage in ongoing Professional Development of structured literacy and Wit & Wisdom Engage in teacher Retention activities



**HUMAN  
RESOURCES**

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

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

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

1. Provide daily, weekly and quarterly planning session for teachers
2. Complete instructional walkthroughs and formative and provide ongoing feedback to teachers regarding students' academic progress
3. ½ day planning for ESOL teachers on Structured Literacy
4. SOR Cycle training with MCS Reading Coach that includes observations, feedback, modeling, and professional learning sessions.
5. Purchased academic resources for Math, Reading, Science and Social Studies.
6. New teachers attend Science of Reading training.
7. Provide staff recognition activities

1. Provide opportunities for staff to participate in district and state endorsement programs in ESOL, Special Education and Math Endorsement
2. Provide targeted PD for instructional strategies and resources in the areas of ELA, Math, STEM & Technology
3. New IRR teachers participate in SENTRA Academy.
4. Math Leadership Team attends MCS trainings.
5. Contract Services with Level UP Teaching by Missy Bain with a focus on ESL and SWD
6. Provide Mentors and Additional Professional Development to certain staff

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

1. Weekly PLC ELA planning
2. Quarterly ½ day Reading planning
3. PL sessions delivered by MCS Literacy Coach and DL Literacy Coach
4. Bi-monthly SOR Cycle training by MCS Literacy Coach
5. W&W training by W&W facilitators (August)
6. Purchased W&W materials and supplemental materials in August
7. New teachers attend Science of Reading training each month
8. New SPED teachers and ESOL teachers attend Sound Wall training at Atlanta Speech School in September
9. Teacher of the month, staff breakfast and luncheons, Teacher of the year activities, Celebrate Staff Birthdays, Teacher Wellness Activities facilitated by our School Counselors, GEM Award Winners, MBA Staff Winner, Mayor's Staff Award

1. Weekly PLC Math planning.
2. Quarterly ½ day Math planning.
3. PL sessions delivered by DL Math Coach (monthly).
4. New IRR teachers attend SENTRA Academy (monthly)
5. Math Leadership teams attend monthly MCS trainings.
6. Weekly walkthroughs in Math with targeted feedback
7. Purchased IXL (Math) in August 2025.

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

1. Reduction in Teacher Attrition and Teacher Absences
2. New teachers will demonstrate higher levels of pedagogy and instructional practices with reading and math instruction.
3. Academic achievement levels as measured by MAP, Structured Literacy Assessments, and GA Milestones EOG Assessments will increase for students who have used the academic resources provided by the school.
4. Use of ESL Research-Based Instructional Resources through ESL Staff Professional Development throughout the school year presented by Central Office

1. Reduction in Teacher Attrition and Teacher Absences
2. New teachers will demonstrate higher levels of pedagogy and instructional practices with reading and math instruction.
3. Academic achievement levels as measured by MAP, Structured Literacy Assessments, and GA Milestones EOG Assessments will increase for students who have used the academic resources provided by the school.
4. Use of ESL Research-Based Instructional Resources through ESL Staff Professional Development throughout the school year presented by Central Office

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

Monitor the Implementation Process of Structured Literacy and Wit & Wisdom and engage in ongoing Professional Development of structured literacy and Wit & Wisdom Teacher Retention Activities



**HUMAN  
RESOURCES**

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

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

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

Weekly Wit & Wisdom after-school Planning Time for teachers  
Participate in Wit & Wisdom Professional Development from the district and our Instructional Coach  
Participate in Instructional Pacing Sessions for Wit & Wisdom  
Provide supplemental Resources for Wit & Wisdom Modules  
½ Day Planning Sessions for Wit & Wisdom for each grade level  
Agendas, emails, and instructional resources shared during Professional Development Sessions, PLCs, PBIS/Leadership Meetings, and Staff Meetings  
Photos on Social Media

Provide additional Professional Development for ESL Teachers and Special Education regarding Wit & Wisdom instruction from the ESL district Coach, Dunleith's Instructional Literacy Coach and District Literacy Coaches  
Instructional Walkthroughs Conducted by District Literacy Coaches, Dunleith's Instructional Coaches, Dunleith's Administrative Tea and provide feedback to teachers regarding instructional practices  
Buy resources to support reading/language arts instruction

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

Completed Wit & Wisdom Walkthroughs with Central Office Personnel and Wit & Wisdom facilitators and provided feedback to teachers and follow-up coaching sessions  
Continue to engage in ½ day Wit & Wisdom Planning Sessions for all grade-levels  
Participated in Professional Development sessions focused on increasing opportunities for students to engage  
Participated in Comprehension Strategies professional development sessions for students at each grade level

Provided Professional Development Planning Days for Special Education Teachers  
Participate in ongoing Professional Development Sessions for teachers administering the ACCESS Assessments Paid for Teachers' GACE Assessments to become ESL Certified and Certified in Special Education  
Provided Professional Development Sessions for Dual Language Immersion Teachers to teach Phonics and Comprehension Strategies in Spanish

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



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

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



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

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

- Add information to the parent resource page on Dunleith's website of community organizations that can provide resources to our Dunleith Families, created by our Parent Liaison, School Social Worker, and School Counselors
- Enrichment Clubs offered at Dunleith by Marietta Community Schools
- Collaborate with Community Organizations to provide health and wellness support to our Dunleith Families
- Collaborating with our Community Partners to provide 15-20 family activities throughout the 2024-2025 school year
- Meet with the Parent Liaison, School Counselors, School Social Worker, and PTA to discuss supportive services for families
- Monitor students' attendance by creating attendance challenges. The school counselors and school social worker will work with families to create an attendance plan of action

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

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

The Following Community Organizations are Dunleith Community Partners and support the academic and social/emotional well-being of students  
Dunleith PTA, MUST Ministries, Kroger, Turner Chapel Church, First Baptist Church of Marietta, Piedmont Church, Walton Village, Credit Union of Georgia, Society of Professional Hispanic Engineers from Kennesaw State University, Alpha Kappa Alpha, Sorority, Incorporated, PORCH Blessings in a Backpack, Salvation Army, Chick-Fil-A, Sam's Club, WalMart, Costco, Kiwanis Club, Rotary Club of Marietta, K-Kids Monthly Meetings

- Walton Village provided snacks for staff on the first day of school.
- Dunleith hosts the following events by month:
  - July - Rising Kinder Camp, Food Pantry
  - August - Sneak-A-Peek, Open House & College Colors Day, Food Pantry
  - September - Hispanic Heritage Month Events, Food Pantry
  - October - Homecoming, Parent Conference Week, the Family Culture Celebration, Red Ribbon Week, Food Pantry
  - November - Family Thanksgiving Lunch and Turkey Trot, Food Pantry
  - December - Jingle Jam & Winter Concert, Food Pantry
  - February - Black History Month, Food Pantry celebration, PTA Valentine's Day Dance
  - March - Career Week, Women's History Celebration, Dunleith Ensemble Performance, Food Pantry
  - April - Kindergarten Round Up
  - May - Field Day, Art Day. Awards Ceremonies
  - June KinderCamp, Food Pantry
  - July Sneak/Peek, Food Pantry

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

- All students have the supplies they need for school.
- More than 90% of DL families attend at least one school event as evident from Parent-Teacher Conference Data, Sneak/Peek, and Open House Data, Turkey Trot, Jingle Jam, Valentine's Day dance, and End of the Year Awards Assemblies
- More visitors to DL Social Media accounts.

- All PTA and school events are well-attended by Dunleith Staff, Parents, and Family Members
- The Administrative Team provides PTA Officer Training and Financial Training for the new PTA Officers.
- Continue to Increase PTA Membership
- Continue to increase PTA fundraising events
- Continue to Participate in District PTA Meetings

**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**

Increase the number of community partners and resources for Dunleith Families



**COMMUNITY COLLABORATION**

Increase community engagement across the district.

Increase the number of community partners and resources for Dunleith Families

Partners in Education:  
Dunleith PTA  
Credit Union of Georgia  
MUST Ministries  
First Baptist Church of Marietta - backpacks, school supplies, clothing  
Walton Village - Adventure Center for Dunleith Students  
Boys and Girls Club - Enrichment activities for Dunleith students  
Girls Inc. Enrichment Activities for Dunleith Students  
Scouts of America Enrichment Activities for Dunleith Students  
Lego Club - Marietta Community Schools Enrichment activities for Dunleith Students  
activities for Dunleith Students  
Art Club - Marietta Community Schools Enrichment activities for Dunleith Students  
Turner Chapel Church monthly boxes of food for DL Families  
Shop with a Cop Participation - Gifts for DL Students  
Rotary Club - Large motor play items for sensory room, clothing, washer/dryer, Sensory Toys for DL Students

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Share community resources with families when they visit our MUST Ministries Food Pantry, and share community resources via social media sites.

Held Monthly PTA Executive Board Meetings to discuss school support and school fundraisers  
Continue to invite our Partners in Education to school events  
Collaborated with the Walton Village Staff and Tutors to support students' academic progress that attend the Adventure Center  
Turner Chapel Church paid for all students' lunch balances  
Samaritan Feet will buy new shoes for all students at Dunleith  
Camp Winshape will offer reduced price for students to attend Summer Camp

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The principal participated in a video from Kroger about the importance of our school's food pantry  
Walton Village paid for lunch for Dunleith teachers when they discussed students' academic progress

[Empty green box for Evidence of Success]

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

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




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

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



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

Review information from the yearly Financial audit with the Principal's secretary, the school bookkeeper, and the Central Office Auditor.

Meet weekly with the school bookkeeper and the Principal's Secretary.

The Principal's Secretary, School Bookkeeper, and Front Office Staff provide professional development to staff during preplanning

- Maintain a spreadsheet of all items purchased throughout the school year including the funding source, use/purpose, staff member requesting items, company used to buy the items and the Administrative Approval date.
- Maintain a spreadsheet of all staff absences which included the required steps for requesting an absence (orange form, red form, Aesop sub requests, and correspondence from staff regarding absences)



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

Effective Utilization of resources in classrooms by teachers and students  
Implementation of Strategies shared during Professional Development sessions

Gains in student academic achievement from the utilization of resources in reading/ELA, math, science, Structured Literacy  
Positive feedback from yearly financial audit regarding funding sources and teacher attendance



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

Continue to utilize and Monitor system financial practices based on feedback from the yearly financial audit  
Decrease in any corrective actions from the financial audits

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

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

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

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

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

Meet regularly to Review the funding source financial spreadsheets with the Bookkeeper, the Administrative Team and the Principal's  
Met with Human Resources and the Finance Department and discussed job staff members' control numbers and allotments  
Completed and Reviewed Fall FTE with the Administrative Team and Central Office Personnel  
Meet regularly with the PTA Executive Board to discuss fundraising and the PTA budget

Held Monthly School Governance Team Meetings which included ongoing discussions about our school's budget and funds  
Met with the Finance Department, the Human Resource Department and the Special Services Department to discuss staff allotments for the upcoming school year  
Completed Spring FTE with the Administrative Team



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

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

## Charter Funding - Strategic Support -SGT Request Form-

School:	Dunleith Elementary		
Amount Requested:	35, 540.00	Date of SGT Approval/Vote <sup>1</sup> :	September 17, 2025

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

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

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

Implementation: (Project Activities – including any Enhanced Roles <sup>2</sup> )	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Contract with Leveled Up Teaching, LLC	The company. helps to create an Instructional Framework for K-5 Reading/Language Arts	The Company provides ongoing Professional Development to ESL Certified Teachers, Special Education Teachers, Reading Specialists, Administrators, and our Reading/EAL Instructional Coach	\$7,000.00
Field Trips	Field Trips aligned with Curriculum Content Areas (Reading/Language Arts, Math, Science, Social Studies, PE, Art, STEM, Music, and Library Content)		\$11, 540.00
Supplies to support cross-curricular Instruction in the classroom, including Specials classes and our Dual Language Immersion Program	Supplies to support cross-curricular Instruction in the classroom, including Specials classes and our Dual Language Immersion Program	Increased Academic Achievement	\$10,000