



**Marietta**  
city schools  
A Georgia Charter System

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

# School Improvement Plan

School  
Name

Marietta Middle School

School  
Year

2025-2026

# Members



Diona Brown- Principal

Anthony Booker- Assistant Principal

Heather Welch- Assistant Principal

Celis Hartley- Lewis- Assistant Principal

Brandon McIntosh- Assistant Principal

Mary Thurman- Assistant Principal

Dr. Velisa Caldwell- Assistant Administrator

Chris Hunt- Parent

Maegan Larmier- SGT Teacher / 7th Grade  
Lead

Aaron Love- Parent/ Community Member

# Members



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

Hiram Perez-Cordero- MYP Coordinator

Brandon Nicholson- Science Coach

Jocelyn Graves-Math Coach

Vanessa McIver- TSS

Don Ezell- Community Member

Dr. Marshai Waiters- SGT Teacher

Charles Coffelt- Social Studies Coach

Sabrena Tichenor- ELA Coach

Jennifer Cotton- 504/ MTSS Coordinator

# Members



Alyssa Coles- 8<sup>th</sup> Grade ELA Lead

A'Deshi Owens-ESOL Literacy Lead

Maddie Sams- ESOL Math Lead

Cory Jordan-7<sup>th</sup> Grade SS Lead

Jamie Watson- Reading Support Lead

Neddra Hardaway- CTAE/ Design Lead

Leanne MacLeod- Modern Language Lead

Amber Morgan- Reading Connections Lead

Crystal White- 7<sup>th</sup> Grade Math Lead

Jennifer Perrimon- 7<sup>th</sup> Grade Science Lead

# Members



Anthony Aksentis-8<sup>th</sup> Grade Science Lead

Zandra Pope-8<sup>th</sup> Grade Math Lead

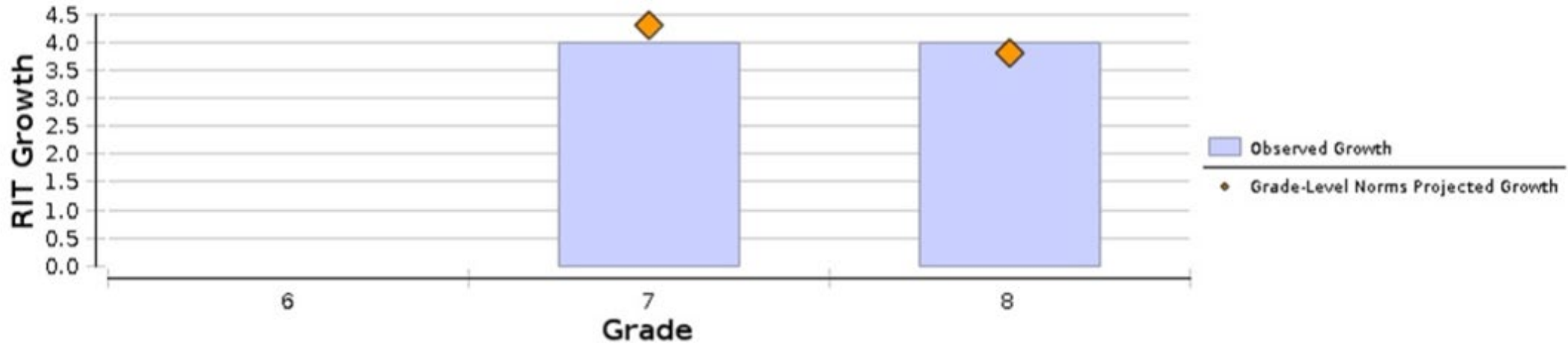
# Needs Assessment

## Marietta Middle School

Language Arts:  
Reading

Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against							
		Fall 2024			Spring 2025			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	577	214.4	17.1	51	218.2	16.3	48	4	0.3	4.3	-0.26	40	577	291	50	48	
8	574	217.7	18.1	48	221.8	17.2	50	4	0.4	3.8	0.14	56	574	302	53	51	

Language Arts: Reading



# Needs Assessment

## Marietta Middle School

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			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	572	219.9	16.9	49	225.7	17.7	44	6	0.3	6.9	-0.52	30	572	263	46	42
8	585	224.0	18.5	46	229.8	19.6	47	6	0.4	5.7	0.03	51	585	260	44	43

Math: Math K-12



# Needs Assessment



## Marietta Middle School

Science: Science K-12

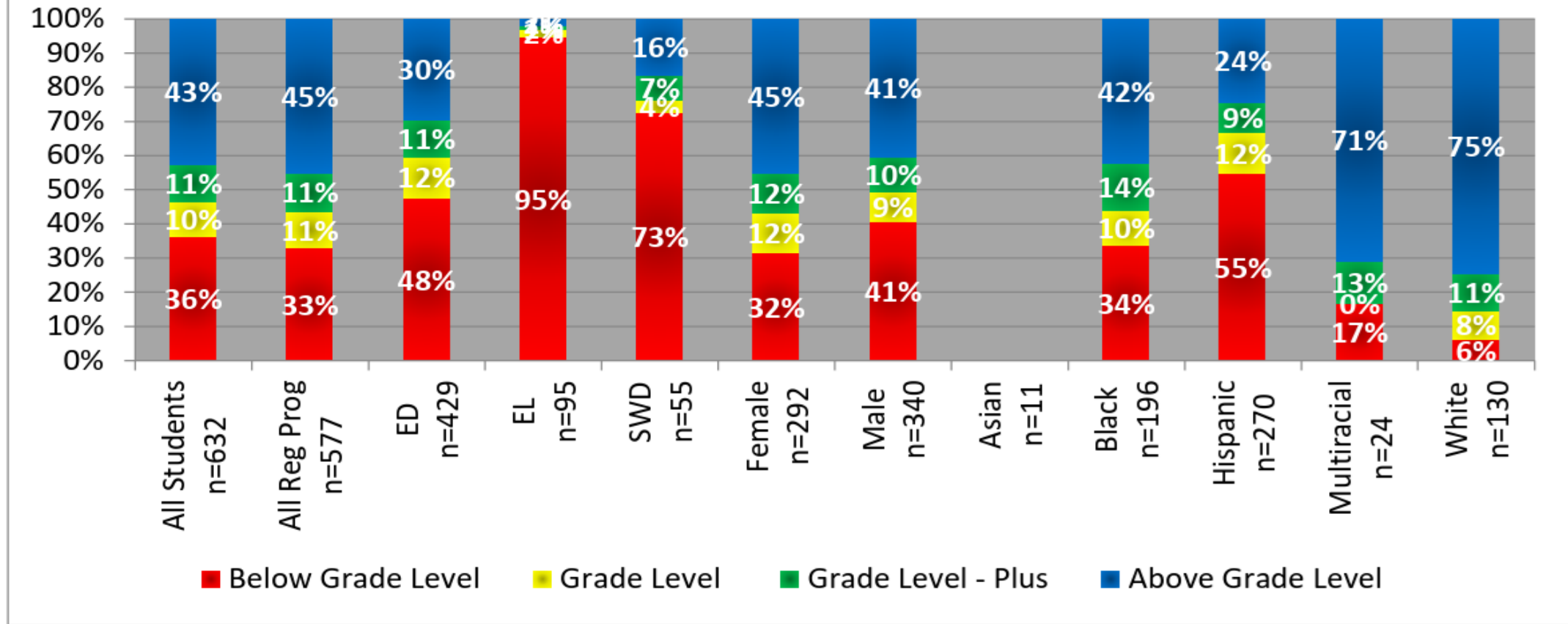
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		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
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6	0	**			**				**				**			
7	557	208.3	14.1	61	213.3	13.8	66	5	0.3	4.1	0.40	66	557	337	61	57
8	571	211.9	15.1	64	217.4	15.4	72	6	0.3	3.8	0.76	77	571	360	63	58

Science: Science K-12



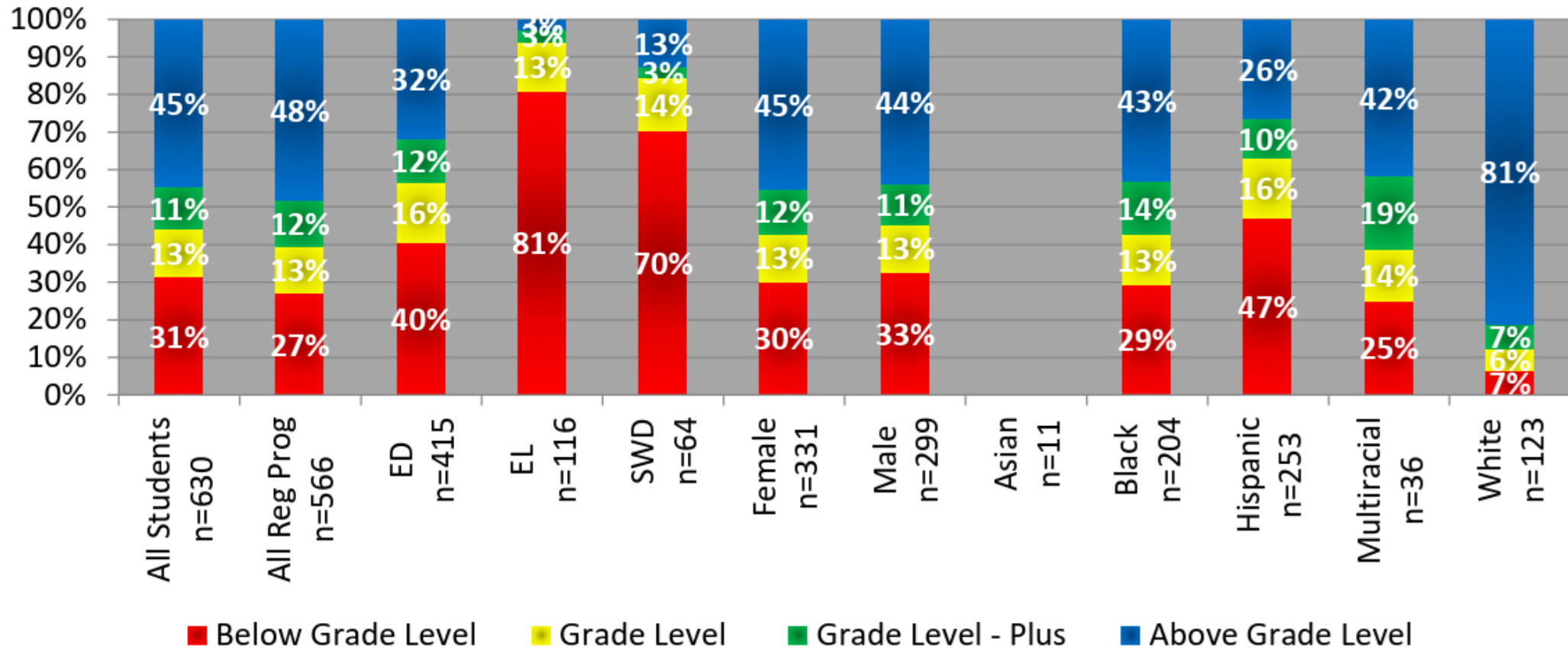
# Needs Assessment

## Spring 24-25 MCS Lexile Level Grade 7



# Needs Assessment

## Spring 24-25 MCS Lexile Level Grade 8



# Needs Assessment

## EOG English Language Arts 2024-25

Achievement Level	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Beginning	30%	25%
Developing	26%	32%
Proficient	34%	32%
Distinguished	10%	12%

## EOG Math 2024-25

Achievement Level	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Beginning	21%	20%
Developing	39%	30%
Proficient	28%	33%
Distinguished	12%	17%

# Needs Assessment

## EOG Science & Physical Science 2024-25

Achievement Level	8 <sup>th</sup> Grade Science	8 <sup>th</sup> Grade Physical Science
Beginning	45%	0%
Developing	26%	5%
Proficient	21%	67%
Distinguished	7%	29%

## EOG Social Studies 2024-25

Achievement Level	8 <sup>th</sup> Grade
Beginning	24%
Developing	33%
Proficient	28%
Distinguished	15%

# 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 May 2026, 50% or more of 7th and 8th grade students will perform at proficient or distinguished levels in ELA and Social Studies. At least 65% of students taking the Fall 2023 Reading MAP will make growth from Fall to Spring MAP.

- 2024- 43% (ELA) & 39% (SS) of students met the goal
- 2025- 44% (ELA) & 43% (SS) of students met the goal

**STEM**

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

- 2024- 52% (Math) 28% (Sci.) of students met the goal
- 2025-45% (Math) 29% (Sci.) of students met the goal

**Engage. Discover. Excel.**

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

**IB Global Citizens**

Increase the number of impactful business partnerships that allow students to have access to an 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.

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

**Structured Literacy Framework**

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

**Balanced Mathematics Framework**

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

**Blue Devil P.R.I.D.E.**

Create a positive school culture and climate where staff is motivated to foster positive learning environments and rigorous classroom instruction aligned with IB MYP instruction.

**Family Engagement**

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

**Financial Efficiency Star Rating (FESR)**

Increase the CCRPI financial rating and academic return on investment.

**Learning Walks**

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

**Community Champions**

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

**Budget Processes**

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

**Academic Excellence**

Create environments that foster successful learning through the implementation of rigorous curriculum, Project Based Learning, Advanced Studies opportunities, and IB MYP program.

**Parent Education**

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

**Prioritization**

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

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

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

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

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

**Structured  
Literacy  
Framework**



Provide professional development on small group instructional strategies

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

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

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

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

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

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

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

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

Science of Reading cohort 1 & 2 training for ELA and Reading teachers

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

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

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

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

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

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

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

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

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

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

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

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

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



**STUDENT  
ACHIEVEMENT**

Prepare every student for  
college and career  
success.

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

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

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

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

**Balanced Mathematics Framework**



**STUDENT ACHIEVEMENT**

Prepare every student for college and career success.

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

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

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

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

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

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

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

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

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

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

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

Monitor achievement of objectives in Ascend.

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

Monitor proficiency by subgroup data for common formative and summative.

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

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

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

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

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

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

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

Monitor and revise plan regularly based on student needs.

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

Balanced  
Literacy  
Framework



**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, which challenges students and fill in gaps in learning.

**Reading MAP Proficiency**

	Fall	Winter	Spring
7 <sup>th</sup>	39%		
8 <sup>th</sup>	43%		

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

**Math MAP Proficiency**

	Fall	Winter	Spring
7 <sup>th</sup>	33%		
8 <sup>th</sup>	31%		

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

Professional development efforts and instructional coaching are producing positive momentum, with both grade levels showing growth between the Fall and Winter MAP administrations. We will continue to intensify support through the Balanced Literacy Framework to drive further gains by Spring.

**Reading MAP Proficiency**

	Fall	Winter	Spring
7 <sup>th</sup>	39%	43%	
8 <sup>th</sup>	43%	45%	

Both grade levels demonstrated notable proficiency gains between Fall and Winter, reflecting the impact of our focused instructional supports and coaching work. We will continue building on this momentum through the Balanced Math Framework as we move toward the Spring administration.

**Math MAP Proficiency**

	Fall	Winter	Spring
7 <sup>th</sup>	31%	37%	
8 <sup>th</sup>	33%	44%	

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

**Reading MAP Proficiency**

	Fall	Winter	Spring
7 <sup>th</sup>	39%	43%	
8 <sup>th</sup>	43%	45%	

**Math MAP Proficiency**

	Fall	Winter	Spring
7 <sup>th</sup>	31%	37%	
8 <sup>th</sup>	33%	44%	

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

**ENGAGE- DISCOVER- EXCEL**

Job embedded professional learning



**HUMAN RESOURCES**

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

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

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

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

Progress toward TKES professional learning and achievement goals.

Classroom observations reflect quality tier I instruction.

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

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

Approved MYP units of instruction for each discipline.

Projects and culminating activities from Design Thinking/ PBL units

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

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

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

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

Decrease percentage of ELL students scoring Beginning in math and reading

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

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



**HUMAN  
RESOURCES**

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

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

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

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

Progress toward TKES professional learning and achievement goals

Staff pulse checks and surveys to monitor school culture

Discipline data on the total number of student referrals each month

Teacher and staff retention data

Teacher observation data in TKES platform

Informal teacher observation data conducted by the administrative and coaching teams

Staff attendance data

Data from digital hall pass system

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

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

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

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

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

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

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

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

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

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

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

- PLCs are meeting consistently, with teachers engaging in collaborative planning and data analysis aligned to Tier I instruction standards
- Instructional rounds and walkthroughs are capturing evidence of small group instruction, station rotations, and student-centered learning across content areas.
- MAP Growth data from the Winter administration shows measurable student progress; results are being used to guide targeted instructional adjustments.
- Coaches are actively supporting teachers through the identify-learn-improve coaching cycle, with a focus on oral language development and DOK 3 and 4 activities.
- MYP units are being implemented in core disciplines, with Design Thinking/PBL activities providing students with real-world, experiential learning opportunities

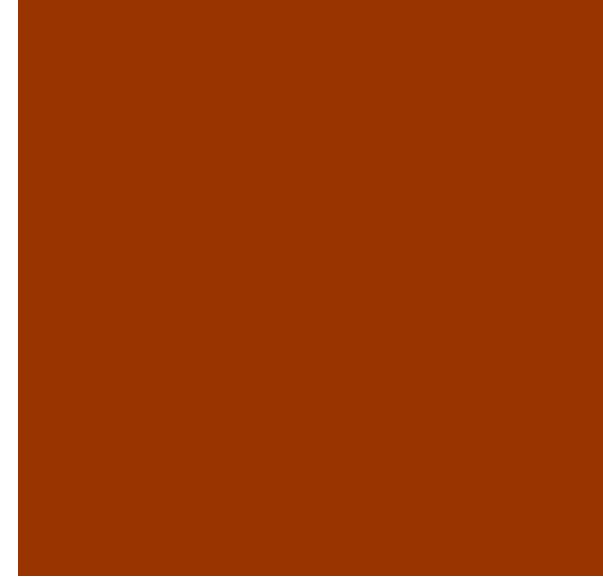



**HUMAN  
RESOURCES**

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

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

- The Be Somebody Success Center is providing counseling, mentoring, and SEL support to students in need.
- The Check and Connect system is being implemented for students with two or more behavioral referrals, connecting them with counselors for weekly check-ins.
- Discipline referral data is being monitored monthly; trends are being used to adjust support strategies proactively.
- The e-hallpass system is in place and supporting improved hallway monitoring and building safety.
- Staff morale and retention efforts are ongoing, with incentives in place and the administrative team maintaining a visible, accessible presence throughout the building.



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

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

**IB Global Citizens**  
Increase the number of impactful business partnerships



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

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

Rebrand Marietta Middle to highlight and showcase innovative practices.

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

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

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

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

Increase social media following by 10%.

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

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

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

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

**Family Engagement**  
Expand family  
collaboration and  
community  
engagement



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

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

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

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

Implement School Status as a communication platform for families.

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

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

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

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



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

Social media analytics reviewed monthly in team leader meetings.

Increase readership of the MMS Blue Devil Bulletin.

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

Review parent communication data from newsletters and School Status accounts.



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

Increase family involvement in student activities.

Increase usage by parents and community of our digital platforms.

Positive community perception of school.

Maintain satisfactory star rating for school climate on the CCRPI.

Increase enrollment of students living in district.



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

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

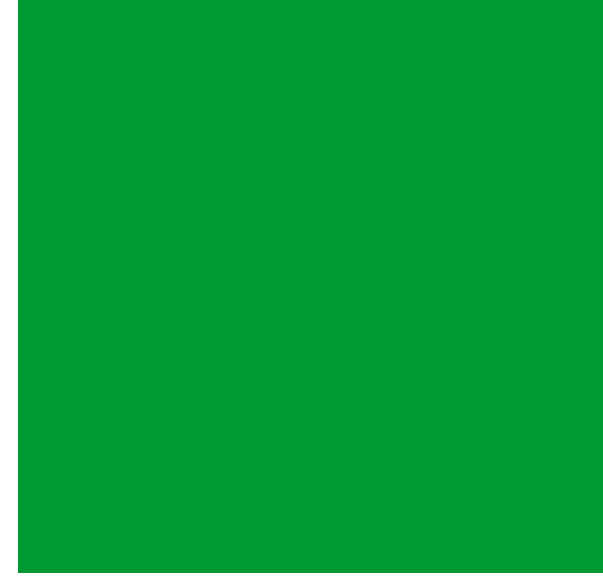
**Evidence of Progress:  
Impact Check #2- Winter**

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

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

- Rebranded Marietta Middle with the creation of new hallway signs, office signs, and signs for media center
- Social media following increased on Twitter and Instagram
- Added business partnerships with the assistance of Central Office
- Added mentorship partnerships with non-profit organizations

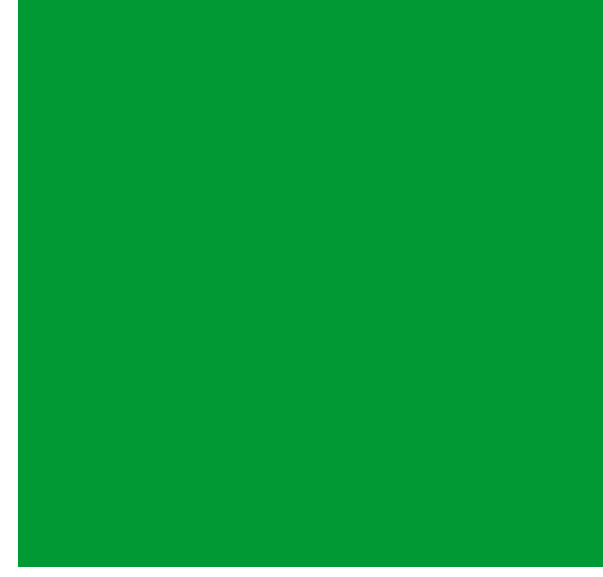
- Rebranding efforts are underway to highlight Marietta Middle's innovative practices, including updated school marketing materials and social media content.
- Business partner outreach has begun, with invitations extended to school events to strengthen existing relationships and cultivate new ones.
- Progress is being tracked toward securing at least 2 additional business partnerships, with a goal of identifying 3 more partners to support classroom innovation funding.
- Social media growth is being monitored monthly, working toward the 10% follower increase target.
- Business partnerships are being leveraged to expand field trip and experiential learning opportunities for students.




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

- Communication with parents improved and readership of Principal's newsletter increased
- Offered APTT meeting in the Fall to communicate with families about grade level expectations
- We began Parent Seminars to offer parents the opportunity to learn skills or tips to support their child at home
- Implemented School Status as a communication platform with families
- Offered a rising 7<sup>th</sup> grade night to help parents understand what 7<sup>th</sup> grade will be like for their student

- The MMS Blue Devil Bulletin is being distributed monthly
- School Status is active as the primary digital communication platform, with readership data being reviewed to track family engagement.
- APTT nights and conferences are being held to engage families across all student subgroups.
- Social media analytics are being reviewed in team leader meetings to assess reach and adjust messaging strategies.
- Family attendance at virtual and in-person events is being tracked as a key indicator of growing community engagement



**Family Engagement**  
Expand family  
collaboration and  
community  
engagement

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

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



**FISCAL RESPONSIBILITY**

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

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

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

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

Conduct ongoing budget meetings with appropriate school personnel.

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

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

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

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

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

Stakeholders will be able to communicate expenditures regularly.

Monthly budget updates maintained by MMS bookkeeper

MMS SGT meeting minutes

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

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

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

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

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

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

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



**FISCAL  
RESPONSIBILITY**

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

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

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

- 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

- 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

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

- New bookkeeping processes have been effectively implemented and are running consistently.
- Monthly budget reports are being received from the district office, keeping leadership informed of expenditures.
- The School Governance Team (SGT) is receiving monthly budget overviews and participating in budget discussions at each meeting.
- An online Google Excel tracking sheet is in place to monitor and manage monthly spending in real time

- Budget meetings with coaches, administrators, and teacher leaders are ongoing, maintaining a collaborative approach to expenditure decisions.
- Purchases continue to be aligned to the School Improvement Plan with a focus on academic outcomes in reading and mathematics.
- Teacher and student usage of purchased resources is being analyzed weekly to monitor fidelity of implementation.
- SGT meeting minutes are documenting ongoing fiscal transparency and stakeholder communication

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

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# Charter Funding - Strategic Support

## -SGT Request Form-

School: Marietta Middle School

Amount Requested: \$43,520.00

Date of SGT Approval/Vote<sup>1</sup>: 8/21/25

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

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

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

Implementation: (Project Activities – including any Enhanced Roles <sup>2</sup> )	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:								
<p style="text-align: center; font-weight: bold;">Innovative Instruction and Experiential Learning</p> <ul style="list-style-type: none"> <li>Student internships</li> <li>Field Trips</li> <li>STEM/ PBL projects</li> <li>MAP Growth Celebrations</li> <li>Hands-on/ interactive learning</li> <li>Student Incentives</li> <li>Mentoring</li> <li>iPads</li> <li>Innovative Technology</li> <li>Culminating Projects</li> <li>Signage and Branding</li> <li>New Teacher training and professional learning</li> </ul>	<p>Balanced Literacy &amp; Math Frameworks and Blue Devil P.R.I.D.E.</p>	<p>Decrease achievement and opportunity gaps by increasing students’ human, social, and cultural capital.</p> <p>Partner with local businesses to offer one internship day for 8th grade students.</p> <p>Increase number of mentors to support student learning.</p> <p>Increase students’ higher-order and critical thinking skills.</p>	<p>Increase the percentage of students reading at or above grade level as measured by MAP.</p> <p>Increase the percentage of students scoring at the proficient and distinguished levels on GMAS Assessments.</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #D9E1F2;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="width: 70%;">Item</th> <th style="width: 30%;">Amount</th> </tr> </thead> <tbody> <tr> <td>Technology, digital signage, field trips, hands-on learning, PBL, MAP growth, student incentives</td> <td style="text-align: right;">\$18,521.00</td> </tr> <tr> <td>Cool Kids Committee Inc. Mentoring</td> <td style="text-align: right;">\$14,999.00</td> </tr> <tr> <td>New Teacher training and professional learning</td> <td style="text-align: right;">\$10,000.00</td> </tr> </tbody> </table>	Item	Amount	Technology, digital signage, field trips, hands-on learning, PBL, MAP growth, student incentives	\$18,521.00	Cool Kids Committee Inc. Mentoring	\$14,999.00	New Teacher training and professional learning	\$10,000.00
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New Teacher training and professional learning	\$10,000.00											

# CONSOLIDATION OF FUNDS – INTENT AND PURPOSE

Intent and Purpose is Required Under ESEA, Section 1114(a)(3)(C)

## Schoolwide School Improvement Plan-Consolidating Funds

**How will the school meet the Intent and Purpose of each consolidated funding source?**

- Complete an Intent and Purposes chart for EACH schoolwide school participating in schoolwide consolidation. Consolidated programs should be listed in the schoolwide plan.
- Provide an accurate description of how the intent and purpose will be met for each program to be included in the consolidation. The intent and purpose statements may or may not reflect how the money from each funding source is being spent but must explain how the school is meeting the intent of the specific program's legislation.
- See the *Consolidation of Funds Manual* for guidance on selecting LEA samples for federal program budget approval and submission directions.

<b>District Name</b>	Marietta City Schools	<b>School Name</b>	Marietta Middle School	<b>School Year</b>	2024-2025
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	School Intent and Purpose Statements	School Level Evidence of Implementation & Effectiveness
	Formula Grants	Formula Grants
Program	REQUIRED: Describe how the Intent and Purpose for each consolidated funding source will be met by the school	OPTIONAL: Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose. (for local use only)
Title I, Part A	Improve academic achievement through Funds will be allocated to hire additional teachers and instructional aides, allowing for reduced class sizes and providing individualized instruction or tutoring to students who need extra support. Additionally, the school will implement research-backed reading and math programs specifically designed to meet the needs of struggling learners, ensuring personalized learning opportunities. Professional development will be offered to teachers, equipping them with effective strategies for	Student growth data, meeting agendas, sign in sheets, data reports for intervention resources, and behavior data.

	School Intent and Purpose Statements	School Level Evidence of Implementation & Effectiveness
	engaging at-risk students and addressing diverse learning needs. These efforts will be complemented by expanded academic interventions and parent engagement initiatives. The overall goal is to close achievement gaps and promote academic success for all students through the strategic use of Title I, Part A funding.	
<b>Title I, Part A Parent &amp; Family Engagement Set-Aside</b>	Increase parent engagement and knowledge of student performance, academic expectations, and school engagement opportunities through parent workshops, meetings with school staff, individual assistance and support from counselors, Parent Liaisons, and other school staff, and provide ongoing communication.	Parent workshops meeting agenda and minutes, parent conference meeting logs, Parent communications, social media posts, Blackboard analytics, School Status messages, PLC and staff meeting agendas and minutes, sign in sheets, counseling support schedules.
<b>Title II, Part A (Supporting Effective Instruction)</b>	<p>Will this program be transferred into a consolidated program? <input type="checkbox"/> Yes, <input checked="" type="checkbox"/> No</p> <p>If not transferred, will this program be consolidated? <input type="checkbox"/> Fully <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>To increase the professional knowledge of teaching and staff that will influence the implementation of effective instructional practices that will increase student achievement. PLC data meetings, content &amp; pedagogical trainings, training on Structured Literacy/ Science of Reading, instructional coaches, class-size reduction, teacher mentor stipends, teacher leader training, professional development, supplies for specific professional development activities, conferences, iReady intervention program for Math, and Read 180 program for Reading.</p>	PLC Meeting agendas, minutes & resources, invoices, job descriptions, stipend agreements, mentoring logs, PPTs, sign-in sheets, observation records, products from PLCs.
<b>Title III, Part A English Learners</b> Indicate which IIIA LEA requirements are implemented at this school.	Improving English proficiency and achievement of English Language Learners through strategic scheduling, specific intervention support programs, ELL Reading programs, ELL Social Studies programs, professional development, collaboration among ESOL and general education teachers, differentiated instruction in the general education classrooms, and implementing data driven instruction based on	PLC Meeting resources, agendas and minutes, sign-in sheets, attendance rosters, coaching logs, translated meetings, observation schedules and feedback, parent communication in native language, individualized data reports from MAP.
<input type="checkbox"/> Supplemental LIEP		

	School Intent and Purpose Statements	School Level Evidence of Implementation & Effectiveness
	engaging at-risk students and addressing diverse learning needs. These efforts will be complemented by expanded academic interventions and parent engagement initiatives. The overall goal is to close achievement gaps and promote academic success for all students through the strategic use of Title I, Part A funding.	
<b>Title I, Part A Parent &amp; Family Engagement Set- Aside</b>	Increase parent engagement and knowledge of student performance, academic expectations, and school engagement opportunities through parent workshops, meetings with school staff, individual assistance and support from counselors, Parent Liaisons, and other school staff, and provide ongoing communication.	Parent workshops meeting agenda and minutes, parent conference meeting logs, Parent communications, social media posts, Blackboard analytics, School Status messages, PLC and staff meeting agendas and minutes, sign in sheets, counseling support schedules.
<b>Title II, Part A (Supporting Effective Instruction)</b>	<p>Will this program be transferred into a consolidated program? <input type="checkbox"/> Yes, <input checked="" type="checkbox"/> No</p> <p>If not transferred, will this program be consolidated? <input type="checkbox"/> Fully <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>To increase the professional knowledge of teaching and staff that will influence the implementation of effective instructional practices that will increase student achievement. PLC data meetings, content &amp; pedagogical trainings, training on Structured Literacy/ Science of Reading, instructional coaches, class-size reduction, teacher mentor stipends, teacher leader training, professional development, supplies for specific professional development activities, conferences, iReady intervention program for Math, and Read 180 program for Reading.</p>	PLC Meeting agendas, minutes & resources, invoices, job descriptions, stipend agreements, mentoring logs, PPTs, sign-in sheets, observation records, products from PLCs.
<b>Title III, Part A English Learners</b> Indicate which IIIA LEA requirements are implemented at this school.	Improving English proficiency and achievement of English Language Learners through strategic scheduling, specific intervention support programs, ELL Reading programs, ELL Social Studies programs, professional development, collaboration among ESOL and general education teachers, differentiated instruction in the general education classrooms, and implementing data driven instruction based on	PLC Meeting resources, agendas and minutes, sign-in sheets, attendance rosters, coaching logs, translated meetings, observation schedules and feedback, parent communication in native language, individualized data reports from MAP.
<input type="checkbox"/> Supplemental LIEP		

	School Intent and Purpose Statements	School Level Evidence of Implementation & Effectiveness
<input type="checkbox"/> EL Focused PD <input type="checkbox"/> EL Parent Engagement	ACCESS results and WIDA standards to address individual student needs.	
<b>Title III, Part A Immigrant Students</b>	Increase student performance, attendance and overall engagement of immigrant students based on their unique needs, to assist immigrant children and youth (both EIs and nonEL immigrants) increase their English proficiency (when applicable) and develop high levels of academic achievement; Increase cultural awareness for immigrant students and families.	ACCESS data reports, teacher lesson plans, staff professional development meetings, conference schedules and notes, meeting notes & logs, parent support/ workshops flyers, parent meeting (agendas, meeting recordings and notes), community flyers, promotional materials, attendance rosters for tutorials with immigrant students highlighted; counselor mentoring schedules
<b>Title IV, Part A*</b> Indicate which IVA LEA requirements are implemented at this school.	Will this program be transferred into a consolidated program? <input type="checkbox"/> Yes, <input checked="" type="checkbox"/> No If not transferred, will this program be consolidated? <input type="checkbox"/> Fully <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A  To create a safe learning environment that promotes students' overall success academically, socially, physically and emotionally which will support increased student achievement, overall health and wellness, improved school climate and culture through the support of comprehensive support services, community-based partnerships and collaboration.	Invoices, contracts, order forms, budget worksheets, meeting agendas and minutes, sign in sheets, progress monitoring checks and programmatic effectiveness measures, classroom observations, COVID safety protocols and additional purchases, PBIS framework implementation, weekly counseling schedules with classes and individual student support; staff, student, and parent surveys
<input type="checkbox"/> Safe & Healthy <input type="checkbox"/> Well-Rounded Ed. <input type="checkbox"/> Effective Use of Tech.		

\*Title IIIA- Each school receiving Title IIIA funds from the district is not required to address each of the three core areas (Supplemental LIEP, EL Focused PD and EL Parent Engagement). However, the district is responsible for ensuring that all three areas are being addressed through both district and school initiatives. Therefore, it is possible that a school could submit the Intent and Purpose form that only addresses one area, but the district collectively is meeting the intent and purpose.

\*Title IVA- Each school receiving Title IVA funds from the district is not required to address each of the three core areas (Well-Rounded, Safe and Healthy, and Effective Use of Technology). However, the district is responsible for ensuring that all three areas are being addressed through both district and school initiatives. Therefore, it is possible that a school could submit the Intent and Purpose form that only addresses one area, but the district collectively is meeting the intent and purpose.

# Charter Funding - Strategic Support

## -SGT Request Form (continued) -

**Evaluation/RO<sup>3</sup>I**: 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**

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<sup>1</sup> SGT approval of Charter Funding requests must be reflected in the SGT minutes.

<sup>2</sup> All Enhanced Roles must be reflected in the HR process for 2019-2020.

<sup>3</sup> Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.