

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



# School Improvement Plan

School  
Name

Park Street Elementary

School  
Year

2025-2026

# 2025-2026 SGT Members

Alex Soto - Principal

Idris Johnson - Assistant Principal

Carrie Madden - Assistant Principal

Karna Kelly - Special Education Administrator

Lenis Lopez - Kindergarten Lead

Marilyn Gonzalez-Soto - First Grade Lead

Emily Crum - Second Grade Lead

Jocelyn Sebastian - Third Grade Lead

Arius Gibson - Fourth Grade Lead

Courtney Brown - Fourth Grade Lead

Erica Turnbull - Special Education Lead



**Marietta**  
city schools

A Georgia Charter System

# 2025-2026 SGT Members



Angela Reed - EIP Lead

Angela Reed!!

Amanda Montgomery - Reading Specialist Lead

Amanda Montgomery

Ann Rakestraw - ESOL Lead

Ann Rakestraw

Sharon Worley - Academic Coach

Sharon Worley

Courtney Ortega Zuco - Academic Coach

Courtney Ortega Zuco

Doreen Tichenor -  
MTSS / 504 Coordinator & SGT Staff Member

Doreen Tichenor

Stormi Johnson - ESOL Coach

Stormi Johnson

Amanda Cobb - SGT Staff Member

Amanda Cobb

Patricia Cooper - SGT Community Member

Patricia E. Cooper

David Eldridge - SGT Community Member

Candice Love

David Eldridge

Jessica Lopez - SGT Parent Member

Jessica Lopez

Ruben Lawrence - SGT Parent Member

Ruben Lawrence

Temara Geats para lead



# Park Street: By the numbers

September 10, 2025



**Marietta**  
city schools

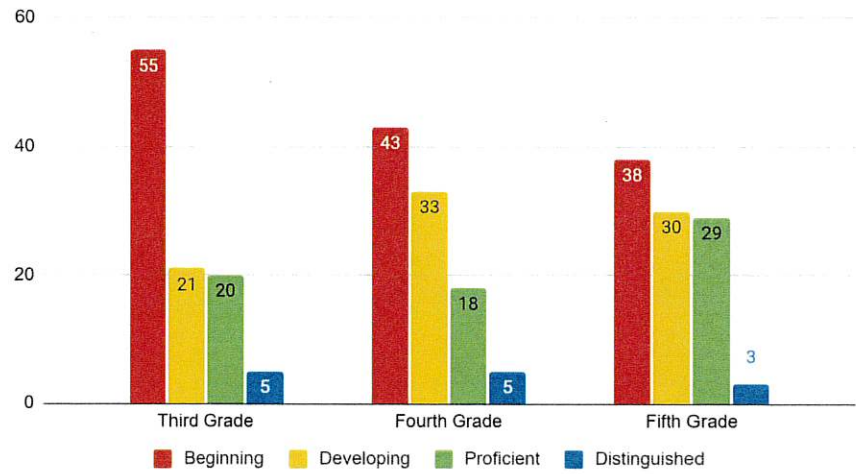
A Georgia Charter System

| Total<br>Number of<br>Students | Hispanic /<br>Latino | African<br>American | White | Asian | Multi<br>Race /<br>Other | Male | Female | MVP | Special<br>Education | 504<br>Active | ELL | Free &<br>Reduced<br>lunch<br>(Title 1) |
|--------------------------------|----------------------|---------------------|-------|-------|--------------------------|------|--------|-----|----------------------|---------------|-----|-----------------------------------------|
| 530                            | 342                  | 146                 | 21    | 3     | 20                       | 268  | 262    | 39  | 83                   | 7             | 246 |                                         |
| ↑ 10%                          | 65%                  | 28%                 | 4%    | 1%    | 4%                       | 51%  | 49%    | 8%  | 7%                   | 1%            | 46% | 92%                                     |

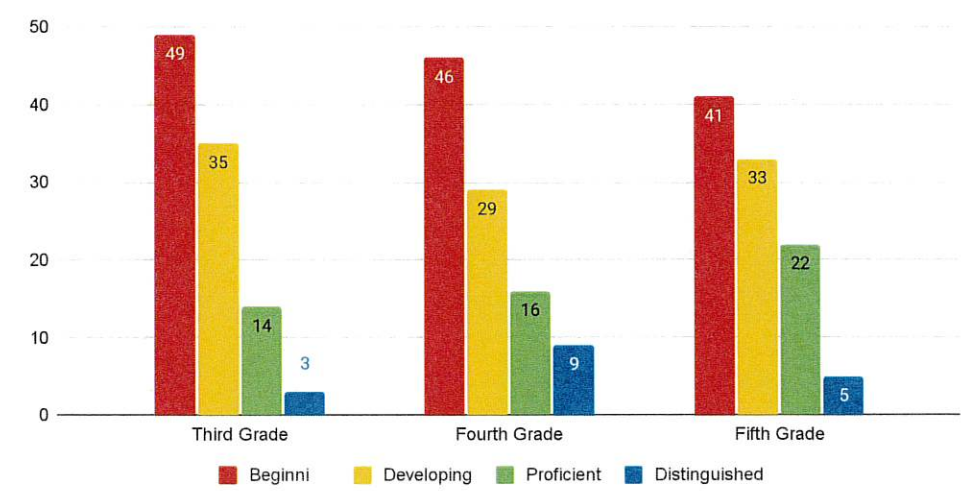
# English Language Arts: 2024 & 2025 GA Milestones Outcomes & Comparisons



Spring 2024: ELA Milestones Outcomes



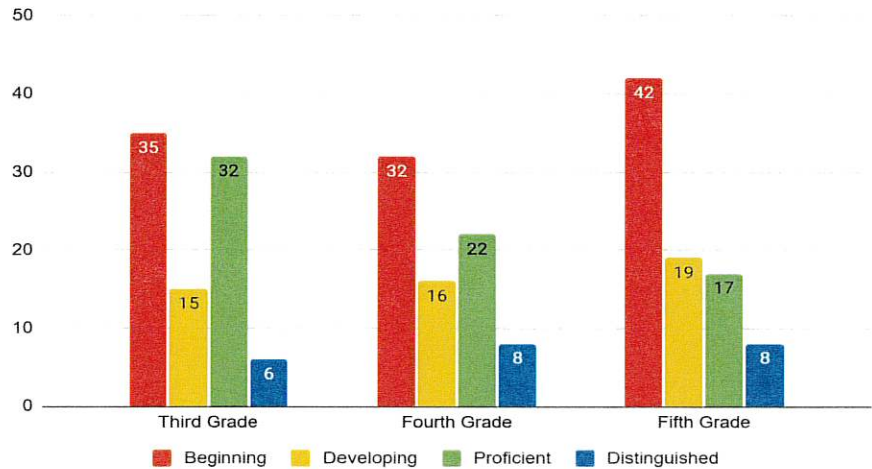
Spring 2025: ELA Milestones Outcomes



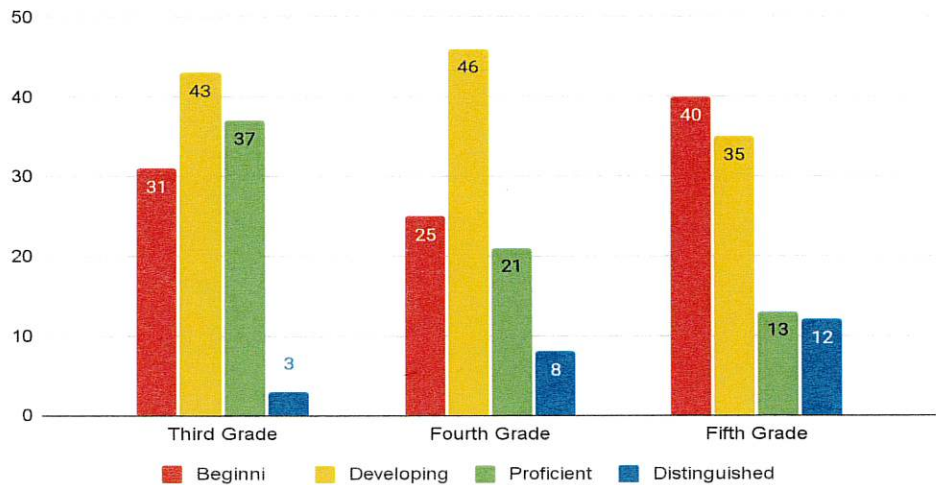
# Reading: MAP Reading Achievement Fall 2024 to Spring 2025



MAP Reading Achievement Fall 2024



MAP Reading Achievement Spring 2025



# Reading Needs Assessment: ELA GA Milestones Projections - Fall 2025 MAP



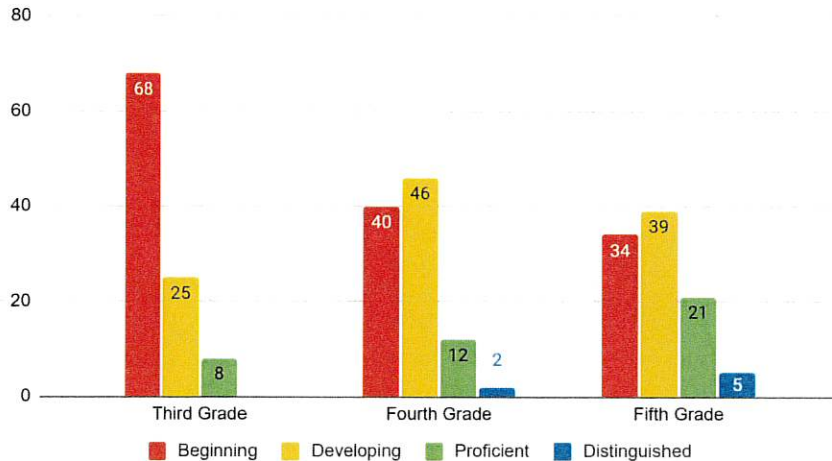
## READING: 2025-2026 Needs Assessment

To enhance grade-level achievement as measured by the Measure of Academic Progress (MAP) assessments, K-5 teachers will analysis data from the Fall 2025 to Spring 2026 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:

- **Structured Literacy:** Teachers will engage in district- and locally-provided professional development on Structured Literacy, Wit & Wisdom initiative, and UFLI.
- **Contract Services:** Contract with consultant to provide additional coaching support on closing foundational literacy gaps for all subgroups.
- **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. Wednesday Literacy PLCs 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. Reading Specialist lead progress monitoring and support grade level small group placement.
- **ESOL Teachers:** To improve literacy for English Language Learners (ELLs), PS is taking a multi-pronged approach. Targeted Support: ESOL teachers will provide focused instruction during small group reading and writing blocks. The WELLS program is being implemented to support newcomers to the US. ESOL coach to provide specialized support for ESOL teachers and multilingual learners. Language Learning Frameworks - Teachers are expected to use the STEPS and PLUS frameworks in their lesson plans to specifically target language development.
- **Fall & Spring 2025 Tutoring:** Students identified as requiring additional support based on the Fall and Winter MAP.
- **Specialized Instruction for Students with Disabilities (SWD):** IRR teachers will deliver specially designed instruction for students with disabilities in grades K-5. Specific lesson planning for IEP goals and objectives.

ELA GA Milestones Projections - Fall 2025 MAP

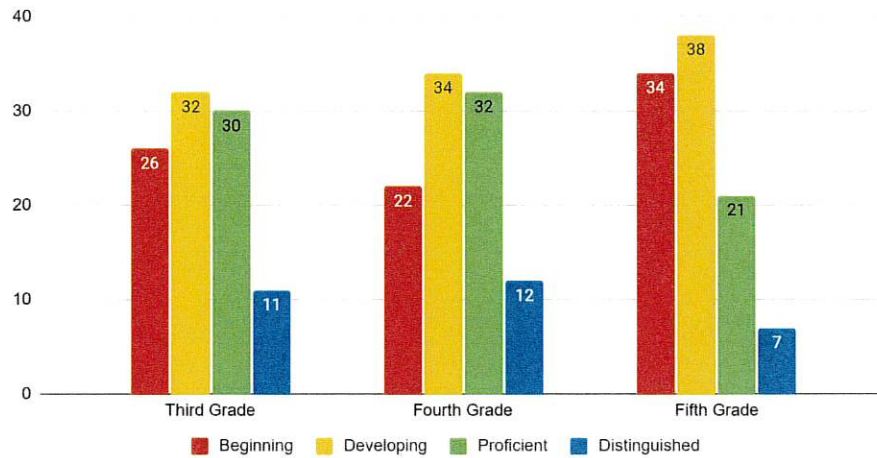


# Mathematics:

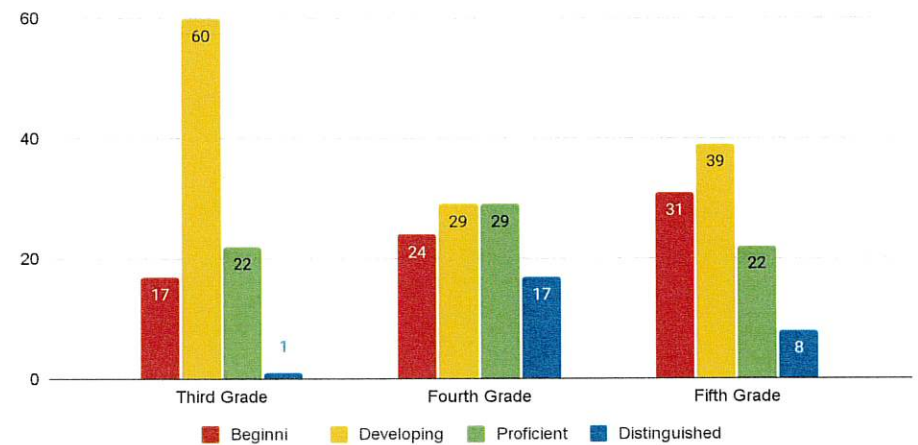
## 2024 & 2025 GA Milestones Outcomes & Comparisons



Spring 2024: Math Milestones Outcomes



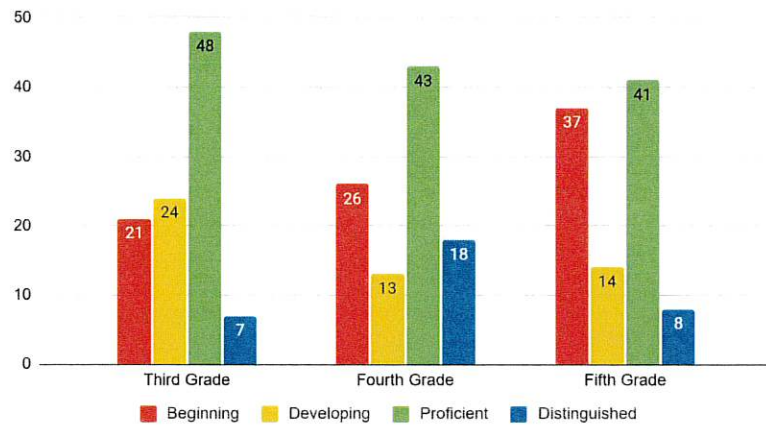
Spring 2025: Math Milestones Outcomes



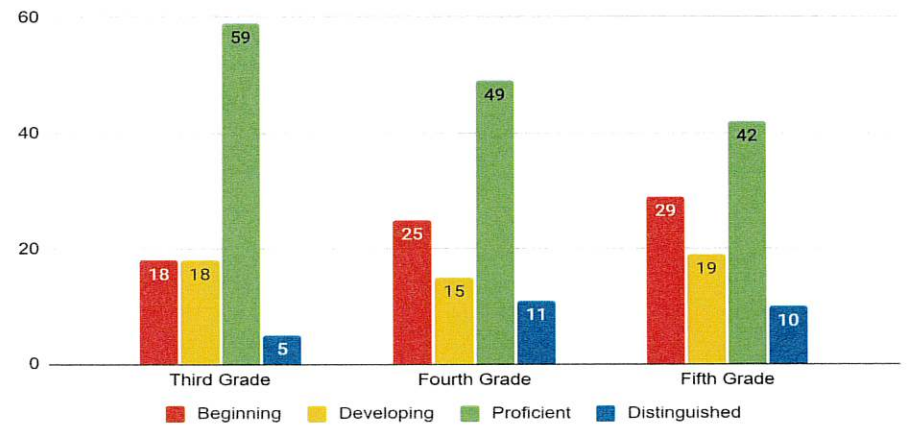
## Mathematics: MAP Math Achievement Fall 2024 to Spring 2025



MAP Math Achievement Fall 2024



MAP Math Achievement Spring 2025

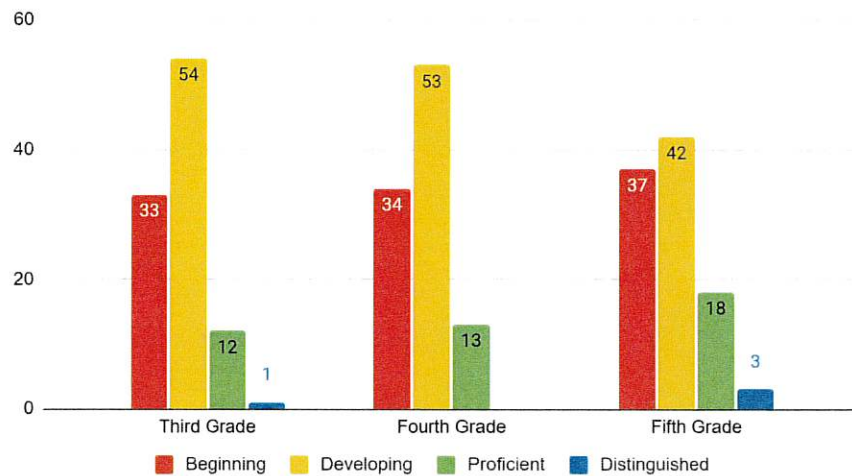


# Mathematics Needs Assessment: Math GA Milestones Projections - Fall 2025 MAP



## MATH: 2025-2026 Needs Assessment

Math GA Milestones Projections - Fall 2025 MAP



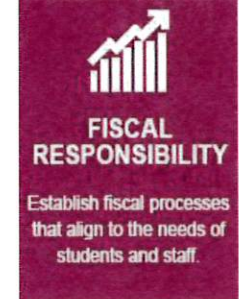
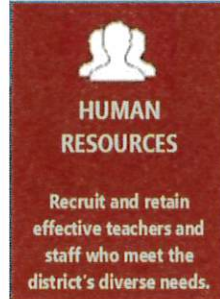
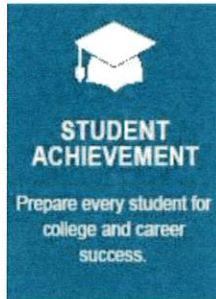
To increase grade-level achievement as measured by the Measure of Academic Progress (MAP) assessment, K-5 teachers will analyze data from the Fall 2025 and Winter 2026 MAP assessments, in conjunction with district-wide quarterly AMP assessments, to refine instructional practices aimed at elevating student performance.

### Action Steps:

- **Fall & Spring 2025 Tutoring:** Students identified as requiring additional support based on the Fall and Winter MAP.
- **Collaborative Learning Groups:** EIP teachers will facilitate small-group instruction, promoting collaboration among students. Teachers focus on targeted math instruction based on student MAP RIT band data, offering personalized support. Intentional placement of teachers.
- **Math Leadership Team Participation:** One teacher per grade level will engage in the district's Math Leadership Team to share high-quality mathematics instructional strategies.
- **Data-Driven Instructional Planning:** Weekly Professional Learning Community (PLC) meetings. Tuesday Mathematics PLCs will focus on student data analysis to inform teaching strategies and instructional adjustments.
- **Support for New and Early-Career Teachers:** PS will provide support for new teachers. This support includes 1:1 Meetings - Twice a month, new teachers will have one-on-one meetings with a mentor to discuss challenges and receive guidance. Monthly Group Meetings: All new teachers will meet monthly as a group to share ideas, collaborate, and learn from each other's experiences. Mentorship: The program includes a mentor-teacher relationship to provide continuous guidance and a confidential sounding board.
- **Specialized Instruction for SWD Students:** IRR teachers will deliver specially designed instructional supports for students in K-5.



## Strategic Plan



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

### English Language Arts

Increase the percentage of 3rd - 5th grade students at or above grade level proficiency in ELA by 8% on the 2026 GA Milestones

### Mathematics

Increase the percentage of 3rd - 5th grade students at or above grade level proficiency in Mathematics by 8% on the 2026 GA Milestones

### #LearnGrowThrive

Increase student growth in ELA and Math through PLC and grade-level planning support.

### #LearnGrowThrive

Retain and support highly qualified staff by providing intentional professional development and support.

### Panther Partnerships

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

### Family Engagement

25-26 PTA board focus on family, district, and community collaboration and engagement activities through increased parent involvement at school and community events.

### 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.

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

### Structured Literacy

Continue structured literacy research based strategies to support instructional practices and student needs.

### Balanced Math Framework

Support instructional practices that builds student computational and conceptual skills needed to solve complex problems.

### Instructional Support

Provided professional development that focuses on structured literacy, Wit & Wisdom, and Mathematical best practices.

### Supporting Teachers

Provide differentiated teacher support using instructional rounds, SoR cycles, or coaching cycles to build relationships and instructional practice.

### Community Relations

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

### 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.

### Charter Budget

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

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

Increase the percentage  
of 3rd - 5th grade  
students at or above  
grade level proficiency  
in ELA by 10% on the  
2026 GA Milestones



**STUDENT  
ACHIEVEMENT**

Prepare every student for  
college and career  
success.

Increase the percentage  
of 3rd - 5th grade  
students at or above  
grade level proficiency  
in Mathematics by 10%  
on the 2026 GA  
Milestones



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

- Continue instructional best practices based on Structured Literacy
- Provide daily UFLI instruction for all K-2 and Benchmark for all 3-5 students
- Implement WELLS ELL framework for ESOL students in 3-5
- Continue explicit instructional support with reading specialists and ESOL teachers
- Support the work of the school / district LLT and Implementation Teams.

- Continue to support guided math instructional practices within small groups.
- Use CFA data to provide intentional small group instruction.
- 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.
- Support implementation of IXL for instructional practice
- Academic coaches will conduct weekly check-ins to provide strategic teaching support.
- Support the work of the MLT Team..

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

- Evidence of practice using SoR walkthrough data
- Active participation in PLC and grade level planning meetings.
- Review of structured literacy data each quarter to monitor progress
- Winter and Spring MAP data to track students making progress.

- Evidence of practice during weekly instructional rounds.
- Active participation in PLC and grade level planning meetings.
- Review of grade level and district CFA data each quarter to monitor progress
- Winter and Spring MAP data to track students making progress.

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

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

Increase the percentage  
of 3rd - 5th grade  
students at or above  
grade level proficiency  
in ELA by 10% on the  
2026 GA Milestones



**STUDENT  
ACHIEVEMENT**

Prepare every student for  
college and career  
success.

Increase the percentage  
of 3rd - 5th grade  
students at or above  
grade level proficiency  
in Mathematics by 10%  
on the 2026 GA  
Milestones



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

**ELA: Beginning of Year MAP**

|     | Below<br>grade<br>level | On<br>grade<br>level | Above<br>grade<br>level |
|-----|-------------------------|----------------------|-------------------------|
| K   | 41%                     | 38%                  | 21%                     |
| 1st | 32%                     | 36%                  | 32%                     |
| 2nd | 33%                     | 44%                  | 23%                     |
| 3rd | 46%                     | 37%                  | 17%                     |
| 4th | 30%                     | 46%                  | 24%                     |
| 5th | 29%                     | 41%                  | 30%                     |

**MATH: Beginning of Year MAP**

|     | Below<br>grade<br>level | On<br>grade<br>level | Above<br>grade<br>level |
|-----|-------------------------|----------------------|-------------------------|
| K   | 44%                     | 33%                  | 23%                     |
| 1st | 22%                     | 37%                  | 41%                     |
| 2nd | 23%                     | 50%                  | 27%                     |
| 3rd | 26%                     | 54%                  | 20%                     |
| 4th | 24%                     | 54%                  | 22%                     |
| 5th | 25%                     | 40%                  | 35%                     |

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

**Winter (Dec. 2024) MAP**

|     | Below<br>grade<br>level | On<br>grade<br>level | Above<br>grade<br>level |
|-----|-------------------------|----------------------|-------------------------|
| K   |                         |                      |                         |
| 1st |                         |                      |                         |
| 2nd |                         |                      |                         |
| 3rd |                         |                      |                         |
| 4th |                         |                      |                         |
| 5th |                         |                      |                         |

**Winter (Jan. 2025) MAP**

|     | Below<br>grade<br>level | On<br>grade<br>level | Above<br>grade<br>level |
|-----|-------------------------|----------------------|-------------------------|
| K   |                         |                      |                         |
| 1st |                         |                      |                         |
| 2nd |                         |                      |                         |
| 3rd |                         |                      |                         |
| 4th |                         |                      |                         |
| 5th |                         |                      |                         |

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

**Spring (May 2025) MAP**

|     | Below<br>grade<br>level | On<br>grade<br>level | Above<br>grade<br>level |
|-----|-------------------------|----------------------|-------------------------|
| K   |                         |                      |                         |
| 1st |                         |                      |                         |
| 2nd |                         |                      |                         |
| 3rd |                         |                      |                         |
| 4th |                         |                      |                         |
| 5th |                         |                      |                         |

**Spring (May 2025) MAP**

|     | Below<br>grade<br>level | On<br>grade<br>level | Above<br>grade<br>level |
|-----|-------------------------|----------------------|-------------------------|
| K   |                         |                      |                         |
| 1st |                         |                      |                         |
| 2nd |                         |                      |                         |
| 3rd |                         |                      |                         |
| 4th |                         |                      |                         |
| 5th |                         |                      |                         |

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

**Spring 2025 GA ELA Milestones**

| Beginning<br>Level | 2023 | 2024 | 2025 |
|--------------------|------|------|------|
| 3rd                |      |      |      |
| 4th                |      |      |      |
| 5th                |      |      |      |

| Developing | 2023 | 2024 | 2025 |
|------------|------|------|------|
| 3rd        |      |      |      |
| 4th        |      |      |      |
| 5th        |      |      |      |

| Proficient | 2023 | 2024 | 2025 |
|------------|------|------|------|
| 3rd        |      |      |      |
| 4th        |      |      |      |
| 5th        |      |      |      |

| Distinguished | 2023 | 2024 | 2025 |
|---------------|------|------|------|
| 3rd           |      |      |      |
| 4th           |      |      |      |
| 5th           |      |      |      |

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

Retain and support  
highly qualified staff  
by providing  
intentional  
professional  
development and  
support.



**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 and instructional priorities that support staff and student achievement goals.
- Support all certified staff with appropriate schedules, resources, and professional development.
- Coaches will implement weekly PLCs for Literacy and Mathematics: data-driven, differentiated to meet grade-level needs, with a focus on collaboration and alignment with school and district initiatives.
- Support the work of the Math Leadership Team, Literacy Leadership Team, and Structured Literacy Implementation Team led by Reading Specialist.
- Community & Culture: Continue weekly staff shout-outs, monthly Learn\*Grow\*Thrive awards to acknowledge staff.
- Student of the Month awards for each homeroom

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

- Ensure funds are used to support literacy initiatives and instructional priorities (bi-monthly budget meetings)
- Quarterly staff touch-based
- Staff feedback from PLCs, Coaching Cycles, MMT, LLT, and Implementation Team
- 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
- Monitor: Math assessment data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments
- Monthly student and staff acknowledgements and celebrations

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

- Student growth and achievement in ELA and Mathematics as measured by K-5 Fall 2025 to Spring 2026 MAP data and an increase in 3-5 GA Milestones "proficient" / "distinguished" in ELA and Mathematics.
- Increased staff retention for all staff members.

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

Retain and support  
highly qualified staff  
by providing  
intentional  
professional  
development and  
support.



**HUMAN  
RESOURCES**

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



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

- Commit charter and consolidated funds to literacy initiatives and instructional priorities that support staff and student achievement goals.
  - Bi-monthly budget meetings
- Support all certified staff with appropriate schedules, resources, and professional development.
  - BLT meetings and feedback with admin and coaches; coaching cycles
- Coaches will implement weekly PLCs for Literacy and Mathematics: data-driven, differentiated to meet grade-level needs, with a focus on collaboration and alignment with school and district initiatives.
  - BLT meetings and feedback with admin and coaches; coaching cycles
- Support the work of the Math Leadership Team, Literacy Leadership Team, and Structured Literacy Implementation Team led by Reading Specialist.
  - BLT meetings and feedback with admin and coaches;
- Community & Culture: Continue weekly staff shout-outs, monthly Learn\*Grow\*Thrive awards to acknowledge staff.
- Student of the Month awards for each homeroom

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

•

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

•

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

Increase the number  
of impactful  
partnerships that  
support the Park  
Street student and  
family community.



**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 partners.
- Highlight Park Street success and community / parent engagement in social media and newsletters (Panther Express).
- Continued focus on parent engagement: PTA events, DLI events, Holiday events, and Coffee with the Principal. .
- Communication: weekly principal newsletter, weekly grade level newsletter, monthly PTA newsletter, consistent social media updates. All communication in English, Spanish, and Portuguese.
- 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.
- 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.
- Increased parent attendance during parent - teacher conference weeks and various school events.

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

- Increase the number of impactful partnerships that support the Park Street student and family community.
- 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 positive reviews and comments from community stakeholders as measured by Family / Community surveys.

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

Increase the number of impactful partnerships that support the Park Street student and family community.



"X" formerly Twitter:  
@ParkStEle  
@Principal\_ASoto

Instagram:  
@principal\_asoto  
@parkstreetpanthers

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

- Cultivate enhance community partnerships and engagement through the SGT, parent liaison office, PTA and community partners.
- Highlight Park Street success and community / parent engagement in social media and newsletters (Panther Express).
- Monitor parent participation in PTA events, DLI events, Holiday events, and Coffee with the Principal. .
- Monitor and document consistent communication practices: weekly principal newsletter, weekly grade level newsletter, monthly PTA newsletter, consistent social media updates. All communication in English, Spanish, and Portuguese.
- Monitor quarterly DLI Family Engagement Events.

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

•

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

•



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

Transparent &  
Effective  
Budgeting  
Practices



### 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?

- Building Leadership Team participated in discussions related to budget priorities (7/18/2025).
- Effective implementation of 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 bimonthly meetings with bookkeeper.

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

- Monthly CO reconciliation reports
- Bi-Monthly budget meetings
- Review, discuss, and approve all purchase requests with bookkeeper and administrative team
- 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.
- All budget spending will align to strategic plan that supports the needs of stakeholders leading to sustainable student achievement and positive stakeholder climate.

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

**Transparent &  
Effective  
Budgeting  
Practices**

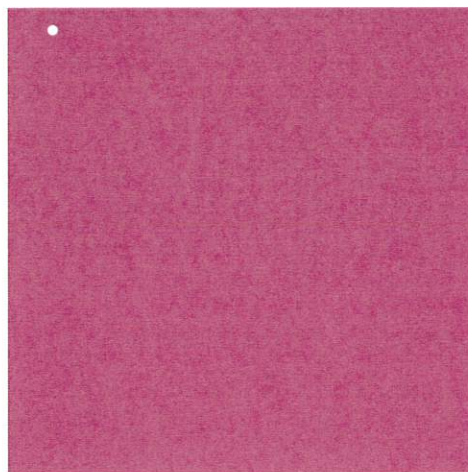
  
**FISCAL  
RESPONSIBILITY**  
Establish fiscal processes  
that align to the needs of  
students and staff.



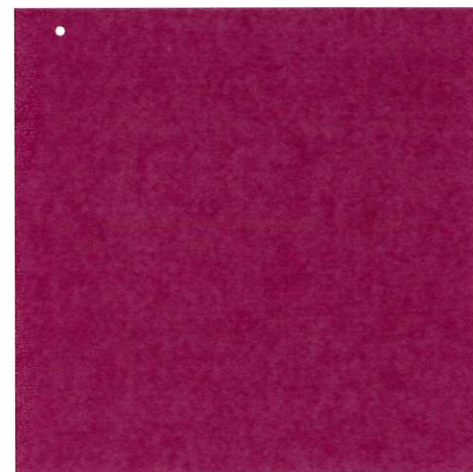
**Evidence of Progress:  
Impact Check #1- Fall**

- Building Leadership Team participated in discussions related to budget priorities (7/18/2025).
- Effective implementation of 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 bimonthly meetings with bookkeeper.

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



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





School:

## DRAFT Charter Funding - Strategic Support

### -SGT Request Form-

Park Street Elementary School: SY 2025-2026

Amount Requested: **\$34,760.00**

Date of SGT Approval/Vote<sup>1</sup>: **SEPTEMBER 12, 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.

For SY 2025-2026, Approximately 75% of Park Street's Charter Funds shall be dedicated to the continued support of Marietta City Schools district literacy initiatives connected to Structured Literacy (Science of Reading) and Wit & Wisdom.

- Dedication of \$10,000 for Fall (Saturday) tutoring using Fall 2025 Reading data to identify students.
- Dedication of approximately \$16,000 for Structured Literacy, Mathematics, and ESOL instructional materials and supplies.

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

The remaining (approximate) 25% of Charter funds will be utilized as follows:

- Web based subscriptions and licenses.
- Internal and external extracurricular activities
- Expendable equipment

**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:                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Approximately 75%</b> <ul style="list-style-type: none"> <li>• Fall (Saturday) tutoring [8 weeks] explicit reading instruction: intervention &amp; acceleration.</li> <li>• Literacy and Mathematical support (instructional materials, resources, &amp; professional development).</li> </ul> | <b>Student achievement, Human Capital, &amp; Fiscal Responsibility</b> <ul style="list-style-type: none"> <li>• Continued support of district literacy initiatives and mathematical instructional practices and achievement.</li> </ul>                | <ul style="list-style-type: none"> <li>• Increase the percentage of students reading at or above grade level as measured by Fall to Spring MAP (K-2).</li> <li>• Increase the percentage of students reading at or above grade level as measured by 2026 Milestones.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase the percentage of students reading at or above grade level as measured by MAP &amp; Georgia Milestones.</li> <li>• Increase the percentage of students scoring at the proficient and distinguished levels for 3-5 students on the Georgia Milestones.</li> </ul> | <ul style="list-style-type: none"> <li>• \$10,000.00</li> <li>• \$13,760.00</li> <li>• \$3,000.00</li> </ul>                     |
| <b>Approximately 25%</b> <ul style="list-style-type: none"> <li>• Web-based subscriptions and licenses (Brainpop, NewsELA, &amp; Pebble GO!)</li> <li>• Internal and external extracurricular activities.</li> <li>• Expendable equipment as needed</li> <li>• \$1,000.00 RESERVE</li> </ul>      | <b>Student achievement &amp; Community Collaboration</b> <ul style="list-style-type: none"> <li>• Funding enrichment activities for students connected to GA Standards of Excellence</li> <li>• Expendable / consumable equipment as needed</li> </ul> | <ul style="list-style-type: none"> <li>• Provide access to additional instructional materials to support grade level standards and student outcomes.</li> <li>• Improved student outcomes as measured by FALL 25 to SPRING 26 MAP and SPRING 25 GA Milestones</li> </ul>        | <ul style="list-style-type: none"> <li>• Increase the percentage of students reading at or above grade level as measured by MAP &amp; Georgia Milestones.</li> <li>• Increase the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones.</li> </ul>                  | <ul style="list-style-type: none"> <li>• \$2,000.00</li> <li>• \$3,000.00</li> <li>• \$2,000.00</li> <li>• \$1,000.00</li> </ul> |

## Charter Funding - Strategic Support -SGT Request Form (continued) -

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

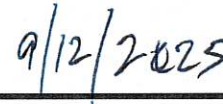
At SGT meetings, we will discuss budget updates and progress towards initiatives. Data will be shared and analyzed with SGT members after each benchmark period, and members will be given an opportunity to provide feedback. SGT members will be invited to visit the DLI programs and the experiential learning opportunities for students.



SGT Chair Signature



Principal Signature



Date

Superintendent (or Designee) Signature

<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.