School Improvement Plan

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

School Name: Park Street Elementary
School Year: 2023-2024
Members

Alex Soto - Principal

Idris Johnson - Assistant Principal

Carrie Madden - Assistant Principal

Kama Kelly - Special Education Administrator

Barbara Hoffman - Kindergarten Lead

Stormi Johnson - First Grade Lead

Rayesa Douglas - Second Grade Lead

Ligia Rivas - Third Grade Lead

Michaela Smith - Fourth Grade Lead

Courtney Brown - Fifth Grade Lead
Members

Angela Reed - EIP Lead

David Eldridge - SGT Community Member

Brie Riley - SGT Parent Member

Ashley Chisholm - SGT Parent Member

Amanda Cob - SGT Staff Member

Sharon Worley - Academic Coach

Courtney Ortega Zucco - Academic Coach

Ann Rakesstraw - ESOL Lead

Dr. Tim Boone - SGT Community Member
Park Street: By the numbers
As of August 28, 2023

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>Hispanic / Latino</th>
<th>African American</th>
<th>White</th>
<th>Asian</th>
<th>Multi Race / Other</th>
<th>Male</th>
<th>Female</th>
<th>MVP</th>
<th>Special Education</th>
<th>504 Active</th>
<th>ELL</th>
<th>Free &amp; Reduced lunch (Title 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>454</td>
<td>66.7%</td>
<td>24.6%</td>
<td>6%</td>
<td>0.002%</td>
<td>2.6%</td>
<td>51%</td>
<td>49%</td>
<td>6%</td>
<td>13%</td>
<td>0.01%</td>
<td>49%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Needs Assessment: Lexile Levels (K-5)

Spring 2023 - Grade Level Lexile (MAP)

Reading (Lexile): Needs Assessment

To increase Lexile levels of learners in grades K-2 teachers will explicitly address foundational reading skills through Structured Literacy: develop awareness of the segments of sound in speech and how they link to letters, teach students to decode words, analyze word parts, write and recognize words, and ensure learners read connected text to support reading accuracy, fluency, and comprehension. To increase Lexile levels of learners in grades 3-5 teachers will explicitly address word study, fluent word reading and comprehension.

Action Steps:

- Reading Specialist support during targeted small group instruction - one specialists per grade.
- Fall & Spring tutoring: students identified by Fall MAP reading assessment.
- Systematic and explicit phonics/word study instruction during tier 1 instruction.
- DIBELS Oral Reading Fluency Screening for learners 1-5 to identify students reading below the 50th percentile.
- Diagnostic assessments that measure decoding and phonological awareness skills (Heggerty Phonemic Awareness, Informal Decoding Inventory).
- Weekly progress monitoring and data discourse to determine next instructional steps.
- STAR monthly monitoring assessment of Lexile levels to align levels to instructional practice.
- Implementation of SOR writing cycle to enhance foundational reading skills and students' knowledge of how words and sentences work.
- 10-day instructional cycle data-review: PLC.
- Knowledge Based Units (Read Aloud) to build comprehension skills.
Needs Assessment: Lexile Levels (by sub-group)

Spring 2023 - Subgroup Lexile Level (MAP)

Subgroup: Needs Assessment

To increase Lexile levels in all subgroups K-5 teachers will use data from Measure of Academic Progress (MAP), STAR to determine what skills and/or knowledge needs to be taught.

Action Steps:
- Fall & Spring tutoring: students identified by Fall MAP reading assessment.
- Reading Specialist support during targeted small group instruction - one specialists per grade.
- Collaborative groups of learners working with Reading Specialist.
- Peer observations.
- Professional development for teachers and paras through SoR.
- Coaching with Park Street IRR team.
- Coaching New teacher/2yr teachers that support a large portion of PS SWD/ESOL students.
- Add ESOL sub group.
- Reading specialist are targeting all sub group to increase lexile levels.
- IRR are targeting 3-5 SWD students based on lexile levels.
- Reading goals for every student that is not reading on grade levels.
- Intentionally using data to differentiate b/w multi-grade classrooms (SCS) based on different lexile levels.
- Tutoring for grades 1-5.
Needs Assessment: English Language Arts
Spring ’23 MAP Predictions / Georgia Milestones Outcomes

Spring 2023: MAP ELA Predictions

- **Third Grade**:
  - Beginners: 34.5%
  - Developing: 30.9%
  - Proficient: 18.2%
  - Distinguished: 1.6%

- **Fourth Grade**:  
  - Beginners: 38.7%
  - Developing: 37.6%
  - Proficient: 19.4%
  - Distinguished: 4.3%

- **Fifth Grade**:  
  - Beginners: 35.6%
  - Developing: 32.6%
  - Proficient: 27.9%
  - Distinguished: 1.2%

3rd grade: Park Street saw an increase of 7.5% of students performing in the beginning learners range; an increase of 5.1% of students in the developing range; a decrease of 16.7% of students in the proficient range, and an increase of 3.2% in the distinguished range. **NOTE**: Park Street 3rd grade students demonstrated a 10% increase in the number of students performing in the proficient / distinguished range from 2021-2023.

4th grade: Park Street saw an increase of 12.3% of students performing in the beginning learners range; a decrease of 6.6% of students in the developing range; a decrease of 5.4% of students in the proficient range; and a decrease of 0.4% in the distinguished range. **NOTE**: Park Street 4th grade students demonstrated a 10% increase in the number of students performing in the proficient / distinguished range from 2022-2023.

5th grade: Park Street saw an increase of 5.4% of students performing in the beginning learners range; an increase of 2.6% of students in the developing range; a decrease of 6.9% of students in the proficient range; and a decrease of 1.2% in the distinguished range. **NOTE**: Park Street 5th grade students remained steady with ELA performance from 2021-2023 in the number of students performing in the proficient / distinguished range.

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Spring 2023: ELA Milestones Outcomes

- **Third Grade**:  
  - Beginners: 42%
  - Developing: 36%
  - Proficient: 16%
  - Distinguished: 5%

- **Fourth Grade**:  
  - Beginners: 51%
  - Developing: 31%
  - Proficient: 14%
  - Distinguished: 4%

- **Fifth Grade**:  
  - Beginners: 41%
  - Developing: 20%
  - Proficient: 41%
  - Distinguished: 21%

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**English Language Arts: Needs Assessment**

To decrease numbers of beginning level learners in grades K-2 teachers will systematically address foundational reading skills. To decrease the numbers of beginning level learners in grades 3-5 teachers will systematically address fluent word reading and comprehension. To increase the level of Proficient and Distinguished learners in learners across grade levels teachers will ensure students read connected text to support reading accuracy, fluency, and comprehension.

**Action Steps:**

- Reading Specialist support during targeted small group instruction.
- Fall & Spring tutoring: students identified by Fall MAP reading assessment.
- Systematic and explicit phonics/word study instruction during tier 1 instruction.
- DIBELS Oral Reading Fluency Screening for learners 1-5 to identify students reading below the 50th percentile.
- Diagnostic assessments that measure decoding and phonological awareness skills (Heggerty Phonemic Awareness, Informal Decoding Inventory).
- Weekly progress monitoring and data discourse to determine next instructional steps.
- STAR monthly monitoring assessment of Lexile levels to align levels to instructional practice.
- Implementation of SOR writing cycle to enhance foundational reading skills and students’ knowledge of how words and sentences work.
- Explicit writing instruction embedded in curricula across all content areas and grade levels.
- Knowledge Based Units (Read Aloud) to build comprehension skills.
Needs Assessment: Math
Spring ‘23 MAP Predictions / Georgia Milestones Outcomes

Math: Comparing MAP Predictions to GA Milestones Outcomes

3rd grade: Park Street decreased the number of students performing in the beginning range by 18.5%; an increase of 5.1% of students in the developing range; an increase of 7.3% of students in the proficient range; and an increase of 5.2% in the distinguished range. NOTE: Park Street 3rd grade students demonstrated a 19% increase in the number of students performing in the proficient / distinguished range from 2021-2023, as well as a 10% increase from Spring 22 to Spring 23.

4th grade: Park Street decreased the number of students performing in the beginning range by 18.7%; saw an increase of 2.4% of students in the developing range; saw in increase of 13.6% of students in the proficient range; and an increase of 1.7% of students in the distinguished range. NOTE: Park Street 4th grade students demonstrated a 3% increase in the number of students performing in the proficient / distinguished range from 2022-2023.

5th grade: Park Street decreased the number of students performing in the beginning range by 1.5%; saw a decrease of 4.4% of students in the developing range; saw in increase of 2.1% of students in the proficient range; and an increase of 2.8% of students in the distinguished range. NOTE: Park Street 5th grade student demonstrated an 18% increase in the number of students performing in the proficient / distinguished range from 2022-2023.

Math: Needs Assessment
To decrease numbers of beginning level learners in grades 3-5 teachers will: explicitly teach Number Sense. To increase the level of Proficient and Distinguished learners in grades 3-5 teacher will: Respond to constructed responses, ask critical questions (DOK 3 &4) and use real-life situations.

Action Steps:
- EIP support during small groups (Targeted math support aligned to MAP and new math standards).
- Edgeunify student learning Path (District resource-support new standards).
- Fluency Kits to reason with Numbers (Financial Accountability).
- 3-5 Accelerated Math for students that are 80 percentiles on MAP.
- Weekly constructed response (connects to literature).
- Weekly GaDOE Learning Plans/Frameworks (State resource).
- Math Leadership Team (MLT) participating in training.
- Increasing the number of math endorsed teachers.
Strategic Plan:

Stark Street

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

- **English Language Arts**
  - By May 2024, based on Lexile, Park Street will increase the percentage of students reading at or above grade level from:
    - K: 9.8% to 70%
    - 1st: 10.9% to 70%
    - 2nd: 18.7% to 70%
    - 3rd: 41.8% to 80%
    - 4th: 28% to 70%
    - 5th: 41.1% to 80%

- **Math**
  - By May 2024, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished from:
    - 3rd: 47% to 70%
    - 4th: 39% to 70%
    - 5th: 34% to 70%

- **Structured Literacy: Sci. of Reading**
  - Year 3 implementation of SoR instructional frameworks that build student literacy skills through standards based instruction. Support 3rd writing initiative within SoR instructional framework.

- **Literacy (SoR) Professional Development**
  - Support and implement district and local professional development that supports SoR initiatives. Utilize Reading Specialist to support explicit reading instruction that increases students ability to read at or above grade level.

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

- **Balanced Math Framework**
  - Implement new state math standards that focus on deeper/conceptual understanding of mathematics - helping students solve complex problems.

- **Supporting Teachers**
  - Support district and local Math Leadership Team in helping teachers understand and implement new state math standards. DLI teachers attending La Cosecha. Monthly staff check-in.

- **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 monthly Parent University, monthly Coffee with the Principal, PTA/ School events, and Parent Teacher Conference weeks.

**Strategic Plan:**

- **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.

**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.

**Charter Budget**

- Ensure transparent and equitable use of charter funds to support district and local literacy initiatives through effective fiscal management.
<table>
<thead>
<tr>
<th>Initiatives: What will we do to achieve success?</th>
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<tbody>
<tr>
<td>Structured Literacy Framework</td>
</tr>
<tr>
<td>Balanced Math Framework</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical actions: What major actions will we complete and by when (student groups)?</th>
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<tr>
<td>• Commit necessary funds from charter and consolidated budgets to literacy initiatives</td>
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<tr>
<td>• All staff shall engage in monthly [coaching weeks] professional development with SoR facilitator</td>
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<td>• Continue with integration of school-wide Learn Grow Thrive reading intervention block</td>
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<td>• Utilize weekly PLC meetings to support data-drive literacy instruction</td>
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<tr>
<td>• Provide System 44 and 95%-RAP interventions for identified students two or more grade levels below expectations</td>
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<tr>
<td>• Utilize Reading Specialist for direct and explicit reading interventions and instruction</td>
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<tr>
<td>• Utilize WriteScore and Writing Revolution to support year 3 of SoR initiative</td>
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<tr>
<td>• Implement monthly STAR monitoring assessment to track Lexile growth [K-5]</td>
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<table>
<thead>
<tr>
<th>Evidence of progress: How will we know that the initiative is working? (Timeline)</th>
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<tbody>
<tr>
<td>• By January of 2024, see an increase of 30% in all Lexile levels of students in grades K-5</td>
</tr>
<tr>
<td>• Monitor monthly STAR monitoring assessment to track Lexile growth [K-5]</td>
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<tr>
<td>• Review quarterly benchmark and SoR data to support support teacher pedagogy and student achievement</td>
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<tr>
<td>• Monitor System 44 and 95%-RAP intervention data</td>
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<tr>
<td>• Monitor MTSS process</td>
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<table>
<thead>
<tr>
<th>Outcomes: What will success look if we provide opportunities for all children (student groups)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>By May 2024, based on Lexile, Park Street will increase the percentage of students reading at or above grade level from:</td>
</tr>
</tbody>
</table>
| • K: 9.6% to 70%  
| 3rd: 41.8% to 80%  
| 1st: 19.9% to 70%  
| 4th: 28% to 70%  
| 2nd: 18.7% to 70%  
| 5th: 41.1% to 80% |

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

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

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

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

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

By May 2024, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished from:

• 3rd: 47% to 70%  
• 4th: 39% to 70%  
• 5th: 34% to 70%

Increase percentages of student subgroup scoring proficient or distinguished on Math Georgia Milestones.
Initiatives: What will we do to achieve success?

Structured Literacy Framework

Evidence of Progress: Impact Check #1 - Fall
- TBD
- Fall MAP data
- Comparison Fall '22 to Fall '23

Evidence of Progress: Impact Check #2 - Winter

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

Student Achievement
Prepare every student for college and career success.

Balanced Math Framework

TBD
- Fall MAP data
- Comparison Fall '22 to Fall '23
**Initiatives:**
What will we do to achieve success?

**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 necessary funds from charter and consolidated budgets to literacy initiatives
- Support Reading Specialists with appropriate schedules, resources, and professional development
- Implement monthly staff check ins
- Individual post observation conferences with teachers after TKES evaluations
- Instructional Rounds with administrative team and coaches to ensure consistency among leadership in rating reliability.
- Progress monitor: Monthly STAR monitoring assessment to track Lexile growth [K-5]
- Progress monitor: Math assessment data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments
- Professional development: Monthly SoR and Math Leadership Team redelivery - with direct coaching and feedback for teachers
- Community & Culture: weekly staff shout-outs, monthly Learn”Grow”Thrive awards to acknowledge staff
- Student of the Month awards for each homeroom and grade level attendance prizes
- Student ESL: “Calling All Panthers” and continuation of Second Step strategies to help student behavior and

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

- Ensure funds are used to support literacy initiatives
- Documentation of monthly staff check ins
- Weekly PLC (Panther Hour): data drive 10-day instructional framework
- Administrative data review from Instructional Rounds
- Follow up / support: informal observations after job embedded PD to ensure teachers demonstrate understanding and correct implementation of strategies
- Progress monitor: Monthly STAR monitoring assessment to track Lexile growth [K-5]
- Progress monitor: Math assessment data: Savvas quick check data, grade level common assessments, and district quarterly benchmark assessments
- Monthly Acknowledgements: Staff celebrations during monthly staff meeting (birthdays and LGT Awards)
- Measure student discipline data at the end of each quarter to track and monitor behavior

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

- Spring 2024: Increase teacher retention. Teachers feel supported and valued at Park Street
- Formal and informal observation data will show increase in academic engagement and achievement
- Increase of students in K-5 Reading at or above grade level as measured by Lexile on STAR & MAP Assessments
- Increase in student achievement as measured by MAP (Fall-Winter-Spring) and GATechnology-EOG
- Positive reception of SoR and Math professional development as measured by staff feedback
- Reduction in student (behavioral) referrals
**Initiatives: What will we do to achieve success?**

**Community & Family Engagement**

- **COMMUNITY COLLABORATION** Increase community engagement across the district.
- **Parent Engagement**
  - Coffee with the Principal: Focused discussions with parents, on Literacy, Math, and how to support at home. ESOL Parent Information Meetings.
  - Parent teacher conferences twice a year: family engagement data talks for parents to learn and understand their child’s academic progress.
  - Communication: weekly principal newsletter, weekly grade level newsletter, monthly PTA newsletter, daily social media updates. All communication in English, Spanish, and Portuguese.
  - Kindergarten round-up and K-Camp to welcome and prepare incoming Kindergarten students.
  - Quarterly DLI Family Engagement Events.

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

- Increase community partnerships and engagement through SGT, parent liaison office, and community partnership offices.
- Highlight Park Street success and community/parent engagement in social media.
- Increased PTA participation and family engagement with quarterly events.
- Parent Engagement: Coffee with the Principal: Focused discussions with parents, on Literacy, Math, and how to support at home. ESOL Parent Information Meetings.

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

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

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

- Increased community partnerships and engagement through SGT, parent liaison office, and community partnership offices.
- Increased number of PTA membership from Fall to Spring.
- Increased parent/community attendance in school events.
- By May 2024, based on Lexile, Park Street will increase the percentage of students reading at or above grade level.
- By May 2024, based on GA Milestones, Park Street will increase the percentage of students scoring proficient or distinguished.
Initiatives: What will we do to achieve success?

Evidence of Progress: Impact Check #1- Fall
- Title I and PTA parent sign-in logs.
- Social media engagement with community, district, and state audiences.
- Evidenced collaboration with community and PTA partnerships to support internal and external (field trips) enrichment activities.
- Community partners and PTA will attend and collaborate with school events to support school initiatives and student/family engagement.
- Monitor analytical data: Parent communication sent via Blackboard platform, social media, Panther Roar (student folders), and Class Dojo. Support English, Spanish, and Portuguese speaking families.
- Monitor: Parent attendance during parent-teacher conference weeks

Evidence of Progress: Impact Check #2- Winter

Evidence of Success: Impact Check #3- End of Year
**Initiatives:**
What will we do to achieve success?

**Critical actions:**
What major actions will we complete and by when?
- Effectively implement district bookkeeping processes (on-going)
- Monthly Bank Reconciliation reports from district office
- School Governance Team (SGT) budget overview and discussions during monthly meeting
- Track local, consolidated, and charter budgets with biweekly meetings with bookkeeper
- Budget was reviewed, approved, and voted on by School Governance Team Members (8/18/23)
- Building Leadership Team participated in discussions related to consolidated and charter expenditures (8/28/23)
- FTE - classroom models reflect state and district guidelines that maximize funding formula to leverage FTE for gifted, ESOL, EIP, and Special Education

**Evidence of progress:**
How will we know that the initiative is working? (Timeline)
- Review of monthly Bank Reconciliation documentation (monthly)
- Financial update to SGT meeting [see monthly meeting notes]
- Monitor purchases requested through requisition forms (bi-weekly)
- Bi-weekly budget updates with bookkeeper
- Keeping Building Leadership Team informed of school expenditures through consolidated and charter updates (monthly)
- Online tracking of spending via Google Sheets spreadsheet (bi-weekly)
- Budget form submitted to district by September 30, 2022
- Monitor FTE counts from October and February count days (2x year)

**Transparent and Equitable Use of Consolidated & Charter Funds**
- Sound financial management and accounting: Transparent and legal use of funds.
- Spending of consolidated and charter funds will be directly connected to the School Improvement Plan goals related to literacy initiatives and support of new math standards.
**Initiatives:**
What will we do to achieve success?

**Evidence of Progress:**
**Impact Check #1 - Fall**
- Effectively implement district bookkeeping processes
- Monthly Bank Reconciliation reports from district office
- School Governance Team (SGT) budget overview and discussions during monthly meeting
- Track local, consolidated, and charter budgets with biweekly meetings with bookkeeper
- Budget was reviewed, approved, and voted on by School Governance Team Members (8/18/23)
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- FTE - classroom models reflect state and district guidelines that maximize funding formula to leverage FTE for gifted, ESOL, EIP, and Special Education

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

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

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

**Transparent and Equitable Use of Consolidated Funds**
Charter Funding - Strategic Support
-SGT Request Form-
Park Street Elementary School: SY 2022-2023

School:

Amount Requested: $34,700.00

Date of SGT Approval/Vote: 8/18/2023 - motioned carried 8-0

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 the 23-24 school year, Park Street will dedicate approximately 75% of its Charter budget for literacy initiatives connected to Literacy & Justice For All, literacy connected to its School Improvement Plan, and continued support of its Dual Language Immersion (DLI) program.

- Offer additional reading support through after school tutoring connected to MAP (Fall) Reading data.
- Support the work of Reading Specialists (instructional materials, resources, & professional development).
- The DLI program supports students seeking to become bi-lingual and bi-literate with the Spanish language.
- The remaining (approximate) 25% of Charter funds will be utilized as follows:
  - Funding enrichment activities for students connected to GA Standards of Excellence
  - Expendable / consumable equipment as needed

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

<table>
<thead>
<tr>
<th>Implementation: (Project Activities - Including any Enhanced Roles)²</th>
<th>Strategic Plan Alignment:</th>
<th>Program Effectiveness: (Project Outcomes)</th>
<th>Program Impact: (Long-term Outcomes)</th>
<th>Budget:</th>
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<tbody>
<tr>
<td>Approximately 75%</td>
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<tr>
<td>Fall tutoring [8 weeks] explicit reading instruction: intervention &amp; acceleration</td>
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<tr>
<td>Support the work of Reading Specialists (instructional materials, resources, &amp; professional development)</td>
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<tr>
<td>The DLI program supports students that are seeking to become bi-lingual and bi-literate with the Spanish language.</td>
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<tr>
<td>Student achievement, Human Capital, &amp; Fiscal Responsibility</td>
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<td>Literacy &amp; Justice For All and literacy connected to its School Improvement Plan, &amp; continued support of its Dual Language Immersion (DLI) program.</td>
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<td>Increase the percentage of students reading at or above grade level as measured by Fall to Winter MAP</td>
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<tr>
<td>Increase the percentage of students reading at or above grade level as measured by MAP &amp; Georgia Milestones</td>
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<td>Increase the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones</td>
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<td>Increase the number of students being able to read proficiently in Spanish as measured by Spanish MAP</td>
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<td>$10,700.00</td>
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<td>Approximately 25%</td>
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<td>Field Trips</td>
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<td>Camp Fortson-5th grade</td>
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<tr>
<td>Starbase!</td>
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<tr>
<td>In house field trips</td>
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<td>Expendable / consumable equipment</td>
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<td>Student achievement &amp; Community Collaboration</td>
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<td>Funding enrichment activities for students connected to GA Standards of Excellence</td>
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<td>Connecting real-world experiences to instructional standards off and on campus</td>
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<td>Increase the percentage of students reading at or above grade level as measured by MAP &amp; Georgia Milestones</td>
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<td>Increase the percentage of students scoring at the proficient and distinguished levels on the Georgia Milestones</td>
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<td>$8,000.00</td>
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<td>$1,000.00</td>
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</table>
Charter Funding - Strategic Support
-SGT Request Form (continued) -

**Evaluation/ROI**: 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.

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SGT Chair Signature

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Principal Signature

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Superintendent (or Designee) Signature

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Date

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1 SGT approval of Charter Funding requests must be reflected in the SGT minutes.
2 All Enhanced Roles must be reflected in the HR process for 2019-2020.
3 Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.