School Leadership Team Members

Dr. Jillian Johnson, Principal
Jill Waldrep, Assistant Principal
Anthony Pearson, School Counselor
Katie Gaudette, Instructional Coach
Kristin Saxon, Media Specialist

Christy Grubbs, Art Teacher
Katy Magee, Kindergarten Teacher
Jenny Brems, First Grade Teacher
Chris Galpin, Second Grade Teacher
Jaime Ziemian, Third Grade Teacher
School Leadership Team Members

Melissa Lavery, Fourth Grade Teacher

Candace Torrence, Fifth Grade Teacher

Anquanette Herndon, Teacher Support Specialist

Carla Wallace, Gifted Teacher
Needs Analysis

LEXILE FALL 2022

- Above Grade Level
- At Grade Level
- At GL but Below the Mid-Point
- Below Grade Level

K: 37.7% 14.1% 76.9%
1: 19.2% 24.7% 56.2%
2: 18.1% 12.3% 92.1%
3: 24.3% 18.9% 24.5% 95.1%
4: 13.3% 9.4% 95.5%
5: 30.4% 9.3% 20.9% 97.2%
Needs Analysis

Lexile Fall 2022

- Above Grade Level
- At Grade Level
- At GL but Below the Mid-Point
- Below Grade Level

- Black:
  - 12%
  - 13%
  - 8%

- Hispanic:
  - 11%
  - 12%
  - 14%

- Multi-Ethnic:
  - 32%
  - 40%

- White:
  - 16%
  - 21%
  - 37%
Needs Analysis

4th Grade ELA Milestones 2022

- Level 1: 25.7%
- Level 2: 42.6%
- Level 3: 20.8%
- Level 4: 10.9%
Needs Analysis

5th Grade ELA Milestones 2022

Level 1: 10.2%
Level 2: 36.4%
Level 3: 33.3%
Level 4: 12.1%
Needs Analysis

3rd Grade Math Milestones 2022

- Level 4: 17.0%
- Level 3: 28.0%
- Level 1: 22.0%
- Level 2: 33.0%
Needs Analysis

4th Grade Math Milestones 2022

- Level 1: 16.8%
- Level 2: 48.5%
- Level 3: 25.7%
- Level 4: 8.9%
Needs Analysis

5th Grade Math Milestones 2022

Level 1: 31.0%
Level 2: 28.0%
Level 3: 23.0%
Level 4: 18.0%
### Strategic Plan:

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Human Capital &amp; Development</th>
<th>Community Collaboration</th>
<th>Fiscal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare every student for college and career success.</td>
<td>Recruit and retain effective teachers and staff who meet the district's diverse needs.</td>
<td>Increase community engagement across the district.</td>
<td>Establish fiscal processes that align to the needs of students and staff.</td>
</tr>
</tbody>
</table>

### Outcomes/Goals: What will we achieve?

**Reading**
- By May 2023, the percentage of students reading at and above grade level will increase.
  - K: from 15% to 70%
  - 1: from 45% to 70%
  - 2: from 49% to 80%
  - 3: from 69% to 85%
  - 4: from 42% to 65%
  - 5: from 62% to 75%

**Mathematics**
- At least 60% percent of students will score proficient or distinguished on GMAS in Grades 3-5.

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

<table>
<thead>
<tr>
<th>Reading</th>
<th>Professional Learnings</th>
<th>Community Engagement</th>
<th>Transparent and Equitable Use of Consolidated Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science of Reading</strong></td>
<td><strong>Professional Learnings</strong></td>
<td><strong>Community Engagement</strong></td>
<td><strong>Focused Budgeting</strong></td>
</tr>
<tr>
<td>Implement SOR-aligned instructional frameworks that build student understanding through standards based instruction and work time.</td>
<td>Provide systematic, intentional professional learning that is followed up with support and feedback for implementation.</td>
<td>Facilitate stronger vertical relationships and experiences with secondary schools in Marietta City</td>
<td>All spending of consolidated funds will be directly connected to the School Improvement Plan.</td>
</tr>
</tbody>
</table>

**On- and Off-Campus Professional Learning in IBPYP, Kagan strategies, STEM strategies, and content area development.**

**Middle and High School Experiences**
- Hold events on campus and in the community to build strong relationships with MSGA, MMS, and MHS.
Initiatives: What will we do to achieve success?

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

- Leverage administrators and academic coaches to enrich PLC conversations and instruction
- Intentionally monitor progress of students in all subgroups: ED, SWD, ELL, ethnicity
- Purchase Hand2Mind small group math kits for grades 3-5
- PLC Leadership Training and support from contracted PLC Expert
- Data Team meetings using common formative assessments
- PLC meetings every Tuesday and Thursday
- Super-Specials monthly
- Extended planning for each grade level to develop and revise the IBPYP unit planners

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

- By January 2023, 50% of students will have a Math RIT score on MAP that is at or above grade level.
- Common Formative Assessments
- Tracking standards mastery and growth using the Learning Continuum and teacher checklists
- Student data tracking through the MTSS process

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

Math

- Goal
  - At least 60% percent of students will score proficient or distinguished on GMAS in Grades 3-5.
**Initiatives:** What will we do to achieve success?

**Critical actions:** What major actions will we complete and by when?
- Hiring committee
- New teacher support sessions
- Peer observations
- Opportunities for collaboration
- IB certification opportunities
- Gifted endorsement opportunities
- ESOL endorsement opportunities
- Grassroots PD sessions led by teacher leaders
- Training and support through instructional coaches in collaboration with district coordinators in all subject areas
- 8 teachers attend Kagan Summer institute for classroom management and student engagement strategies; ongoing staff-led training throughout the year

**Evidence of progress:** How will we know that the initiative is working? (Timeline)
- Professional Learning calendar
- Professional Learning agendas and registrations

**Outcomes:** What will success look if we provide opportunities for all children (student groups)?
- Teacher retention remains above 95% every year
- Informal and formal observations will show evidence of increased academic engagement and achievement
**Initiatives:** What will we do to achieve success?

**Critical actions:** What major actions will we complete and by when?
- Collaborate with MSGA, MMS, and MHS faculty and students
- Acquire year-long field trip permission slips to allow students to walk to Marietta High School for collaborative efforts
- Guidance lessons in grade level classrooms connected to secondary and post-secondary opportunities
- Host MSGA transition activities with current 5th grade families and students
- Collaborate with area preschools
- Host Rising Kindergarten transition events

**Evidence of progress:** How will we know that the initiative is working? (Timeline)
- Every Burruss child has the opportunity to visit Marietta High School
- Every Burruss 5th grade student visits MSGA and MMS
- Family engagement events throughout the year: Screen on the Green; Fall Festival; Spaghetti Dinner; International Night

**Outcomes:** What will success look like if we provide opportunities for all children (student groups)?
- Increased academic performance in secondary schools by AL Burruss students
Initiatives: What will we do to achieve success?

Critical actions: What major actions will we complete and by when?
- Weekly meetings with principal and bookkeeper
- Create inventory of resources
- Purposeful scheduling of services to leverage FTE: gifted, ESOL, EIP, special education

Evidence of progress: How will we know that the initiative is working? (Timeline)
- FTE Earnings from October report
- FTE Earnings from February report

Outcomes: What will success look if we provide opportunities for all children (student groups)?
All funds will be directly connected to goals outlined in the School Improvement Plan

Strategic Plan: [School Name]
Charter Funding - Strategic Support
-SGT Request Form-

School: A. L. Burruss Elementary

Amount Requested: $30,834

Date of SGT Approval/Vote: 09/19/2022

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.

Charter funds will be used to supplement curriculum and instruction as aligned with the School Improvement Plan.

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 Roles²)</th>
<th>Strategic Plan Alignment:</th>
<th>Program Effectiveness: (Project Outcomes)</th>
<th>Program Impact: (Long-term Outcomes)</th>
<th>Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB and Literacy Instruction and Professional Development</td>
<td>Student Achievement and Human Capital and Development</td>
<td>Develop teacher capacity through training and resources that align with the IB PYP and other research-based professional learning opportunities</td>
<td>Increase student achievement and increase teacher retention for 2023</td>
<td>$30,834</td>
</tr>
</tbody>
</table>
### Consolidation of Funds - Intent and Purpose Template 1

**Schoolwide School Improvement Plan-Consolidating Funds**

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

- Complete an Intent and Purposes chart for EACH schoolwide school participating in schoolwide consolidation. Sample below.
- 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.
- Attach template for EACH school consolidating funds in the “Consolidated Funding” dropdown in the MyGaDOE Portal Consolidated Application Attachments Tab.

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>Fiscal Year</th>
<th>Date Submitted</th>
<th>Superintendent's Signature***</th>
<th>Principal's Signature***</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marietta City Schools</td>
<td>2022 - 2023</td>
<td>11/10/2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Program

<table>
<thead>
<tr>
<th>Program</th>
<th>School Intent and Purpose Statements (Required for State Review)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State and Local</td>
<td>Describe how the Intent and Purpose for each consolidated funding source will be met by the school.</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>Improve academic achievement through parent involvement activities, parent liaison, instructional coach, focused academic and behavior interventions, data driven interventions, small group instruction, writing units of study, and web-based resources to support content learning</td>
</tr>
<tr>
<td>Parent/Family</td>
<td>Bilingual Parent Liaison; frequent communication from principal and teachers; virtual student recognition ceremonies; drive-by celebration events</td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>Title I, Part C</td>
<td>Extended learning opportunities for all children; summer school opportunities</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Improve teacher quality through mentor/induction program, professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities, endorsements, and extended planning focused on curriculum design and instructional strategies</td>
</tr>
</tbody>
</table>

#### School Level Evidence (Optional - For Local Use Only)

- Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.

- Lexia invoices; RAZ invoices; NewsELA invoices; Instructional Coach job descriptions; Professional Learning invoices; master schedule showing intervention block

- Weekly newsletters; calendar of monthly student recognition assemblies; Spanish translator invoices

- Sign-in sheets for extended learning sessions; tutoring invoices

- Invoices for professional learning courses; receipts for books purchased; receipts for literacy instructional materials; completion logs for literacy trainings

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*Georgia Department of Education*

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<table>
<thead>
<tr>
<th>Title III, Part A</th>
<th>English Learners</th>
<th>Title III, Part A</th>
<th>Immigrant Students</th>
<th>Title IV, Part A*</th>
<th>Indicate which IVA requirements are funded at this school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve English proficiency and achievement of English Learners through professional development on differentiation of instruction, focused intervention time, and small group instruction, ACCESS data analysis, and WIDA standards training.</td>
<td></td>
<td>Culturally-responsive pedagogy book study and training; home visits to engage families and provide supplies and support.</td>
<td>Provide students with access to well-rounded education through technology integration, preventive truancy resources, PBIS framework, and school safety training.</td>
<td>☑️ Safe &amp; Healthy ☑️ Well-Rounded ☑️ Effective Use of Tech.</td>
</tr>
</tbody>
</table>

*Title IV A: 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. For the purpose of the sample intent and Purpose form, all three areas are addressed in order to provide examples for each one.