School Improvement Plan

- Marietta High School
- 2019–2020

Marietta city schools
A Georgia Charter System

• Student Achievement
• Human Capital & Development
• Community Collaboration
• Fiscal Responsibility
Members

Keith L. Ball
Principal

Jason Meade
Associate Principal

Alisha Green Wyche
Assistant Principal - Special Education

Desirae House
Assistant Principal

Brandon Mann
Assistant Principal

Marietta City Schools
A Georgia Charter System

Craig McKinney
Director of Athletics

Paula McVicker
Assistant Principal

Julie O'Meara
College and Career Academy CEO/CTAE Director

Lucena Ross
Assistant Principal

Greg Taylor
Assistant Principal - Woods Wilkins Campus
Members

Jennifer Williams, District ESOL Coordinator/Assistant
Farhat Ahmad, Marietta Alternative Education Program (MAPs) - Director
Betsy Alpert, Department Chair - Counselors
Scott Brunett, Department Chair - Physical Education/Health
Thomas Buresi, Department Chair - World Language

Jennifer Cotton, Academic Coach - Social Studies
Kelly Herrero, IB MVP Coordinator
Pamela Holman, Academic Coach - ELA
Lynsly Houstoulakis, MTSS Facilitator/504 Coordinator
Keisha Kirkpatrick, Academic Coach - Science
Members

Jessica Meade
Academic Coach - Math

Carla Mills
Department Chair - English

Tim Nielson
Department Chair - Media Center

Margarita Ojeda
Office Manager

Marc Patterson
Marietta Performing Arts Center (MPAC) - Director

Melissa Paurowski
Department Chair - Math

Rona Roberts
Marietta Student Life Center (MSLC) - Director

Amanda Rudolph
Department Chair - Fine Arts

Belinda Smith
Department Chair - Special Education

Brandi Smith
College Advisor
Members

Jeannie Stone
Department Chair - CTAE

Kathy Swallow
Department Chair - ESOL

Beverly Sylvester
Department Chair

Valerie Trott er
Department Chair - Science

James Wilson, Lt. Col
Department Chair - AFJROT

Debbie Woolard
IB Coordinator

Cliff Poston
Chair
School Governance Board - Parent

John Loud
Vice Chair
School Governance Board - Business/Industry

Anna Norris
Secretary
School Governance Board - Parent
Vision, Mission and Values

**Marietta City School's** vision is for all students to learn to their fullest potential.

**Marietta High School's** mission is to foster creativity and critical thinking to develop compassionate citizens and life-long learners in a diverse world.

**Our work is informed and driven by our values:**

- Respect
- Growth
- Integrity
- Achievement
- Encouragement
Commitment Statements

As a member of MHS, I commit to...

- Embracing our community's diversity to enhance the educational environment.
- Approaching my subject with enthusiasm.
- Caring for my students and pushing them to their full potential.
- Modeling respect, compassion, integrity and responsibility.
- Developing students' skills through the use of content.
- Helping students become confident self-advocates.
- Creating a positive classroom culture, which inspires critical and creative thinkers.
- Holding high expectations for my students, my colleagues, and myself.
- Improving teaching and learning through collaboration.
- Celebrating growth and achievement.

Acronyms and Definitions

- **AFJROTC**  
  Air Force Junior Reserve Officer Training Corps
- **CCRPPI**  
  College and Career Ready Performance Index
- **CBS**  
  Center for Behavioral Support
- **CTAE**  
  Career, Technical, and Agricultural Education
- **DE**  
  Dual Enrollment
- **ED**  
  Economically Disadvantaged
- **ELA**  
  English Language Arts
- **ELL**  
  English Language Learner
- **Eleot®**  
  Effective Learning Environments Observation Tool®
- **ESOL**  
  English to Speakers of Other Languages
- **GOSA**  
  The Governor's Office of Student Achievement
- **IB**  
  International Baccalaureate®
- **MAPS**  
  Marietta Alternative Programs and Services
- **MPAC**  
  Marietta Performing Arts Center
- **MPLC**  
  Marietta Performance Learning Center
- **MSLC**  
  Marietta Student LifeCenter
- **MTSS**  
  Multi-Tiered System of Supports
- **MYP**  
  IB Middle Years Programme
- **PLC**  
  Professional Learning Community
- **SGB**  
  School Governance Board
- **SPED**  
  Special Education
- **SWD**  
  Students with Disabilities
Needs Assessment

Marietta High School

4-Year Cohort Graduation Rate
(Source GOSA Report Card)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>78.5%</td>
<td>76.2%</td>
<td>75.1%</td>
<td>74.7%</td>
<td>71.4%</td>
<td>66.5%</td>
<td></td>
</tr>
</tbody>
</table>

Percent of students missing fewer than 5 days of school
(Source GOSA Report Card)

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>54.0%</td>
<td>47.7%</td>
<td>53.4%</td>
<td>43.1%</td>
<td>47.4%</td>
</tr>
</tbody>
</table>

* 2019 is an estimate based on MHS Data

Marietta City Schools
A Georgia Charter System

http://gaawards.gosa.ga.gov/analytics/K12ReportCard
Needs Assessment

Marietta city schools

A Georgia Charter System

Percent of students missing between 6 and 15 days of school for 2018 at Marietta High School (Source GOSA Report Card)

Marietta High School

https://gaawards.gosa.ga.gov/analytics/K12ReportCard
Needs Assessment

Marietta High School Attendance for SY2019

Marietta High School
Needs Assessment

Marietta city schools

A Georgia Charter System

Percent of students missing fewer than 5 days of school
GOSA Identified like High Schools
(Source GOSA Report Card)

Needs Assessment

GOSA Identified Like High Schools Percent of students missing fewer than 5 days of school
Subgroup Comparison for 2018
(Source: GO SA Report Card)

Needs Assessment

GOSA Identified Like High Schools Percent of students missing fewer than 6 to 15 days of school
Subgroup Comparison for 2018

(So Lirce GO SA Report Card)

Marietta city schools
A Georgia Charter System

Needs Assessment

Marietta High School's 4-year Cohort Graduation Rate by Student Group
(Source GOSA Report Card)

https://gaawards.gosa.ga.gov/analytics/K12ReportCard
Needs Assessment

GOSA Identified Like High Schools 4-Year Cohort Graduation Rate
(Source GOSA Report Card)

Marietta city schools
A Georgia Charter System

https://gaawards.gosa.ga.gov/analytics/K12ReportCard
Needs Assessment

GOSA Identified Like High Schools 4-Year Cohort Graduation Rate Subgroup Comparison for 2018
(Source GOSA Report Card)

- ED
- SWD
- ELL
- Black
- Hispanic
- White

Marietta City Schools
A Georgia Charter System

Needs Assessment

GOSA identified Like High Schools Comparison ‘for 2018
The percentage of each subgroup at each school
(Source GOSA Report Card)

https://gaawards.gosa.ga.gov/analytics/K12ReportCard
Needs Assessment

Leadership & Staff

Principal: Keith Ball
Certified Staff: 154.75
Associate Principal: 1
Classified Staff: 20.0
Assistant Principals: 5
DSS Staff (All): 28.0

Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>SWD</th>
<th>Gifted</th>
<th>ELL</th>
<th>Remedial</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>477*</td>
<td>420</td>
<td>897</td>
<td>119</td>
<td>119</td>
<td>131</td>
<td>475</td>
</tr>
<tr>
<td>10th Grade</td>
<td>333</td>
<td></td>
<td>645</td>
<td>118</td>
<td></td>
<td></td>
<td>175</td>
</tr>
<tr>
<td>11th Grade</td>
<td>236</td>
<td>276</td>
<td>512</td>
<td>47</td>
<td>94</td>
<td>36</td>
<td>103</td>
</tr>
<tr>
<td>12th Grade</td>
<td>227</td>
<td>255</td>
<td>482</td>
<td>46</td>
<td>89</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>MAPS</td>
<td>17</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLC</td>
<td>61</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1351</td>
<td>1314</td>
<td>2536</td>
<td>258</td>
<td>411</td>
<td>270</td>
<td>781</td>
</tr>
</tbody>
</table>

*2 students served at Haven

Source: Marietta City Schools Central Office
Strategic Plan:

**Graduation Rate**
- Improve the 4-year Cohort Graduation Rate to at, or above, the Georgia state average. SY2018 was 81.14%, SY2019 was 76.80%.

**Attendance Rate**
- Increase the number of students who miss fewer than five days of school.
- Decrease tardies to school and class.
- The average employee attendance rate for SY2020 will be 97%.

**Digital Learning Lab**
- Marietta Performance Learning Center
- Marietta Alternative Programs & Services
- PLCs and Committees
- MSLC and Course Level Initiatives

**Attendance Rate**
- Attendance Committee
- Attendance Panels
- Discipline Process for Attendance
- Teacher Attendance
- MSLC
- Attendance Protocols & Data Collection

**District Human Resources**
- Hire, train, and retain high quality personnel to support the school's goals of increasing graduation and attendance rates.

**Establish and communicate specific academic priorities to all stakeholders. Including protection of instructional time and other initiatives related to increasing graduation and attendance rates.**

**Create and best utilize a budget committee to allocate resources that will strategically support improving graduation and attendance rates.**

**Initiatives:**
- Parent Nights
- Open House
- Devil's Advocate Newsletter
- Marietta High School Website
- Committees
- MSLC Community Partnerships
- School Governance Board
Initiatives: What will we do to achieve success?

Digital Learning Labs

Marietta Performance Learning Center (MPLC) and Marietta Alternative Programs & Services (MAPS)

Student Achievement

Prepare every student for college and career success

PLCs and Committees

MSLC and Counseling Initiatives

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

- Offer credit recovery in the core classes for any student who previously failed with at least a 55 average.
- Offer no more than two recovery courses per student per semester.

- Offer flexible, learning-focused credits for students who are off track for graduation (PLC, MAPS, DLL, extended-day opportunities, and summer school for credit/unit recovery using Pearson and/or Edgenuity).
- Provide opportunities for acceleration (EXCELerate Academy, Dual Enrollment).

- The use of the MPLC and MAPP for students wanting a different academic/social environment (voluntary process).
- EXCELerate Academy for at risk students transitioning from MMS to MHS.

- Use of the Elect 2.0 to provide feedback for improved instruction.
- Provide guidelines to protect instructional time.
- Provide support and accountability via Advisement Committee.

- Reorganization of Counseling Dept.
- Review and update Individual Graduation Plans annually.
- Senior Graduation Status Reports
- Utilize College/Career Advisors

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

- Increased percentage of course pass rate resulting in credit through credit recovery.
- Decreased rates of repeat participation in credit recovery.

- Increased graduation rate for MPLC.
- Evidence that the MPLC is operating at capacity using attendance and enrollment data.

- Increased four-year graduation rate of SWD students using the transition specialist, who will also provide post-secondary transition plans for these students.
- The transitioning of ELL students through the program, and the increased graduation rate of ELL students that remain in the program, using the ESOL coordinator WIDA standards training and ACCESS data analysis will be used to support these actions.
- Decrease the retention rate in all grades.
- Increase the four-year graduation rate of all students.

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

Graduation rate will increase as a result of the initiatives in place.

<table>
<thead>
<tr>
<th>Group</th>
<th>Grad Rate</th>
<th>Target % Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>4-year</td>
<td>0.64</td>
</tr>
<tr>
<td>ED</td>
<td>4-year</td>
<td>0.79</td>
</tr>
<tr>
<td>SWD</td>
<td>4-year</td>
<td>1.32</td>
</tr>
<tr>
<td>ELL</td>
<td>4-year</td>
<td>2.00</td>
</tr>
<tr>
<td>Black</td>
<td>4-year</td>
<td>0.57</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4-year</td>
<td>1.01</td>
</tr>
<tr>
<td>White</td>
<td>4-year</td>
<td>90.00+</td>
</tr>
<tr>
<td>All Students</td>
<td>5-year</td>
<td>0.55</td>
</tr>
<tr>
<td>ED</td>
<td>5-year</td>
<td>0.61</td>
</tr>
<tr>
<td>SWD</td>
<td>5-year</td>
<td>1.06</td>
</tr>
<tr>
<td>ELL</td>
<td>5-year</td>
<td>1.45</td>
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<tr>
<td>Black</td>
<td>5-year</td>
<td>0.62</td>
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<td>Hispanic</td>
<td>5-year</td>
<td>0.73</td>
</tr>
<tr>
<td>White</td>
<td>5-year</td>
<td>90.00+</td>
</tr>
</tbody>
</table>

Strategic Plan: Marietta High School
Initiatives: What will we do to achieve success?

- Implement MCS attendance policy
- Track and analyze attendance data.
- Recommend specific initiatives to increase attendance (i.e. hallway competitions, perfect attendance incentives).
- Improve the Exam Exemption Policy.
- Share data with the MTSS committee.
- Continued use of Attendance Kiosks.

Attendance Committee

- Meet with students and parents to remove barriers that negatively impact attendance.
- Coordinate attendance panels and intervention plans in partnership with school social workers and truancy officer.
- The use of the MPLC and MAPS for students wanting a different academic/social environment (voluntary process).

Attendance Panel

- Implement consequences that do not negatively impact instructional time.
- Provide increased academic support and tutoring services for ISS

Discipline Process

- Track teacher attendance to determine impact on student attendance.

Teacher Attendance

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

- Daily & monthly staff attendance rates will be at or above 97%.
- Weekly & monthly student attendance rates will be at or above the August 2019 Cohort baseline.

Evidence of progress: How will we know that the initiatives are working? (Timeline)

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

- All students and teachers recognize the importance of good attendance and its impact on learning and our graduation rate.
- The attendance rate will increase for both teachers and students as a result of the initiative in place.
Initiatives: What will we do to achieve success?

Digital Learning Labs • Marietta Performance Learning Center (MPLC) and Marietta Alternative Programs & Services (MAPS)

Evidence of Progress: Impl3ct Check #1 - Fall

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.

Marietta Performance Learning Center (MPLC) and Marietta Alternative Programs & Services (MAPS)
Initiatives: What will we do to achieve success?

PLCs and Committees

Evidence of Progress: Impact Check #1 - Fall

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

MSLC and Counseling Initiatives
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
Initiatives: What will we do to achieve success?

Discipline Process

STUDENT ACHIEVEMENT
Prep. for every student to succeed.

Teacher Attendance
**Initiatives**

What will we do to achieve success?

Hire, train, and retain quality personnel to support the school's goals of increasing graduation and attendance rates.

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

- Maintain Digital Learning Labs and increase capacity at PLC.
- Train teachers on specific online learning platforms.
- Increase opportunities for teachers to acquire endorsement credentials to work with at-risk populations (SPED, ESL, Remedial, Gifted).
- Continue to recruit through MCS and Diversity Job Fairs.
- Provide morale boosting incentives to retain quality personnel (Bravo, Devil Deeds, Employee of the Month, Department of the Month, W.O.W.).
- Pairing mentors and buddies with new needs teachers.

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

- Well maintained digital labs with quality teachers to facilitate.
- Teachers will seek training and content endorsements as appropriate.
- Teacher morale will be high.
- Teacher attendance will improve.

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

- More diverse teaching staff that is reflective of the student population.
- Teacher retention rates will increase.
- Teachers will attain endorsements in critical content areas.
- Teachers will work collaboratively to support school goals of increasing graduation and attendance rates.

**Human Resources**

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

Strategic Plan: [Marietta High School]
Initiatives: What will we do to achieve success?

Hire, train, and retain quality personnel to support the school's goals of increasing graduation and attendance rates.

Evidence of Progress: Impact Check #1 - Fall

Evidence of Progress: Impact Check #2 - Winter

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

1. Increase communication to all stakeholders regarding initiatives related to increasing graduation and attendance rates.

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

- Cultural Fluency Training for the MHS staff
- Class Meetings by grade level - day and evening each semester
- Parent Nights - Parent Informational meetings throughout the year by topic, with sessions delivered in Spanish
- Parent University, with sessions delivered in Spanish
- Programming sponsored by Counseling, College Advising, and Career Advising
- Open House
- Devil's Advocate (weekly newsletter), also delivered in Spanish
- Marietta High School Website (continually updated)
- Parentlink/Blackboard Connect (utilized as needed throughout the year)
- Schoology is our learning management system and ASPEN is our student information system - Parent Training and Workshops on both platforms
- MSLC Community Partnerships
- Social Media Platforms
- Coordinated effort with post-secondary institutions and business/community partners to promote college and career readiness

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

- Increased Parent participation, engagement, and communication
- Decreased inquiries by phone, email, and social media

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

- Stakeholders will be informed and engaged with the students and faculty in attaining school goals of increasing the graduation and attendance rates.
Initiatives:
What will we do to achieve success?

Increase communication to all stakeholders regarding initiatives related to increasing graduation and attendance rates.

Evidence of Progress:
- Impact Check #1 - Fall
- Impact Check #2 - Winter
- Impact Check #3 - End of Year

COMMUNITY COLLABORATION
Increase community engagement across the district.
Initiatives: What will we do to achieve success?

Effective budgeting through our Budget Committee and Leadership Team that will strategically support improving our graduation and attendance rates.

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

- The Leadership Committee meets to approve school expenditures as it relates to school goals.
- The Budget Committee will analyze and review funding from consolidated sources.
- Initiatives for programs that support college/career readiness and graduation rate will be reviewed for funding.
- Initiatives to support recommendations by the Attendance Committee will be reviewed for funding (incentives).
- Leveraging Charter funds for innovative projects.

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

- Teachers have the instructional tools needed to support the goals of increased graduation and attendance rates.

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

- Initiatives that are implemented to support the school goals are fully funded.
Initiatives
What will we do to achieve success?

Effective budgeting through our Budget Committee and Leadership Team that will strategically support improving our graduation and attendance rates.

Evidence of Progress:
Impact Check #1 - Fall

Evidence of Progress:
Impact Check #2 - Winter

Evidence of Success:
Impact Check #3 - End of Year.
### APPENDIX A- Budget Template 1

**Schoolwide School Improvement Plan-Combining Funds**

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

- Please indicate the programs and items that will be supported with your consolidated funds. Make sure the programs/items meet the intent and purpose of each program.
- Attach template for EACH school consolidating funds to the Consolidated Application

<table>
<thead>
<tr>
<th>District Name: Marietta City Schools</th>
<th>Fiscal Year: 2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name: Marietta High School</td>
<td>Date Submitted:</td>
</tr>
<tr>
<td></td>
<td>Revised:</td>
</tr>
<tr>
<td>Grade Level: 9-12</td>
<td></td>
</tr>
</tbody>
</table>

#### Describe how the Intent and Purpose for each consolidated funding source will be met by the school

<table>
<thead>
<tr>
<th>Program</th>
<th>Intent and Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I, Part A</strong></td>
<td>Improve academic achievement through parent involvement activities, parent liaison, extended day tutoring, focused academic and behavior interventions, data driven interventions, small group instruction, instructional coaches, and web-based resources to support content learning</td>
</tr>
<tr>
<td><strong>Title II, Part A</strong></td>
<td>Improve teacher quality through mentor/induction program, professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities, content specific endorsements, and extended planning focused on curriculum design and instructional strategies</td>
</tr>
<tr>
<td><strong>Title III, Part A</strong></td>
<td>Improve English proficiency and achievement of English Learners through professional development on differentiation of instruction, focused intervention time, small group instruction, ACCESS data analysis, and WIDA standards training</td>
</tr>
<tr>
<td><strong>Title IV, Part A</strong></td>
<td>Provide students with access to well-rounded education through technology integration, preventive truancy resources, college and career awareness, preparation, and guidance, school safety training, and social/emotional behavior support</td>
</tr>
</tbody>
</table>

**Signatures:**

**Title I Director** ___________________________  Date __________

**Title II Director** ___________________________  Date __________

**Superintendent** ___________________________  Date __________
Charter Funding - Strategic Support  
-SGB Request Form-

School: **Marietta High School**

<table>
<thead>
<tr>
<th>Amount Requested:</th>
<th>$4,480</th>
</tr>
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<tbody>
<tr>
<td>Date of SGB Approval/Vote:</td>
<td>17 October 2019</td>
</tr>
</tbody>
</table>

**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.

In an effort to improve attendance and increase the graduation rate, charter funds will be strategically used to support interventions, deploy programs, provide incentives and offer transportation. The use of funds will directly align with our school improvement goals and support student achievement.

**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</th>
<th>Project Activities</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>Transportation and staff for Extended Day Tutoring, (Extended Day Tutoring, and Unit Recovery)</td>
<td>To provide academic tutoring for at-risk students in order to get them on track for graduation.</td>
<td>Increase number of students taking SAT or ACT.</td>
<td>Students who participate in the EDT will show an increase in course pass rates for targeted areas.</td>
<td>Students who participate in the EDT program will receive necessary support to remain on track for graduation.</td>
<td>$24,496 ($42,040 total, $17,544 will come from MHS Consolidated Funds)</td>
</tr>
<tr>
<td>SAT/ACT Boot Camp</td>
<td>To provide academic support, preview curriculum for incoming freshmen during the summer prior to first year in order to increase 9th grade promotion, attendance rates and on time graduation.</td>
<td>To provide academic support, preview curriculum for incoming freshmen during the summer prior to first year in order to increase 9th grade promotion, attendance rates and on time graduation.</td>
<td>A higher percentage of students will take the ACT/SAT and overall scores will increase.</td>
<td>ACT/SAT participation will increase, as well as overall scores of those students who participate in the boot camp.</td>
<td>$1,600</td>
</tr>
<tr>
<td>EXCEl-rate Academy</td>
<td></td>
<td></td>
<td>A higher percentage of first time freshmen will successfully pass courses to be promoted to 10th grade and remain on track for graduation.</td>
<td>A higher percentage of first time freshmen promoted to 10th grade and on track for graduation.</td>
<td>$11,400</td>
</tr>
<tr>
<td>Attendance Incentives</td>
<td>To motivate students and teachers to improve daily attendance and tardiness.</td>
<td></td>
<td>Student attendance will increase and tardiness will decrease.</td>
<td>Students will see the value of good attendance.</td>
<td>$3,000</td>
</tr>
<tr>
<td>Implementation (Project Activities - including any Enhanced Roles)</td>
<td>Strategic Plan Alignment</td>
<td>Program Effectiveness: (Project Outcomes)</td>
<td>Program Impact: (Long-term Outcomes)</td>
<td>Budget</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Dance MOE Community Extension Performance Workshops</td>
<td>Dance intensives bolster attendance by providing an exciting and challenging learning environment. As students successfully move through the dance program, opportunities become more robust. These opportunities encourage dance at MHS, which helps to increase the graduation rate. Intensives/Workshops also highlight dance professionalism, preparing every student for college and career success. Lastly, work with Guest Artists increase community collaboration; community bonds are strengthened through our educational partnerships.</td>
<td>Dancers will showcase mastery of challenging dance technique. Dancers will demonstrate correct etiquette in pre-professional and professional dance environments. Dancers will demonstrate enhanced communication skills, confidence and classroom focus. Dancers will obtain a deeper understanding of professional dance standards.</td>
<td>Students will receive access to a combination of professionalism and guidance from professional dancers. Student will gain pre-professional experiences to promote college and career readiness. Layered Dance opportunities provide mastery of dance technique for all students. Students will gain the opportunity showcase personal dance technique. Dance Intensives will build courage and self-awareness.</td>
<td>$1,800</td>
<td></td>
</tr>
<tr>
<td>Marietta High School Enhanced Technology Roles</td>
<td>To provide staff technology support and training: AS?iN and Schoology</td>
<td>The goal is to increase the technology capacity of the MHS staff.</td>
<td>Staff will become more proficient at using AS?iN and Schoology to support their instructional practices, and ultimately their students.</td>
<td>$8,116</td>
<td></td>
</tr>
<tr>
<td>Marietta High School Enhanced Personal Project Roles</td>
<td>To provide students support for their MVP Personal Projects.</td>
<td>The goal is for all 10th grade students to complete an MVP Personal Project. There are currently 652 10th grade students at MHS.</td>
<td>The MVP Personal Project is a student centered and age-appropriate practical exploration in which students consolidate their learning throughout the MVP programme.</td>
<td>$4,058</td>
<td></td>
</tr>
</tbody>
</table>
Charter Funding - Strategic Support
-SGB Request Form (continued) -

Evaluation/RO: 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 SGB meeting minutes.

Please reference the outcome listed in the chart

SGB Chair Signature

Principal Signature

Superintendent (or Designee) Signature

Date

1. SGB approval of Charter Funding requests must be reflected in the SGB minutes.
2. All Enhanced Roles must be reflected in the attached 2019-20 Enhanced Roles excel file, which must be submitted with this form.
3. Initiatives identified in this form must be presented at the end of the school year and documented in the SGB meeting minutes.