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

2017-2020 Strategic Plan

Marietta City Schools
A Georgia Charter System
Marietta City Schools History

With an enrollment of 377 white students and 356 black students, housed in segregated schools, Marietta children attended their first day of classes in the city’s new free and public school system on September 5, 1892. It was the culmination of years of work by the citizens of the city, who since the 1830’s had operated church and private schools to educate male and female students of all races. For 125 years the students and alumni of Marietta City Schools (MCS) have maintained a tradition of academic excellence, athletic prowess, artistic accomplishment, and diversity of culture and thought.

Throughout the early and mid-1900’s MCS developed a reputation as a district that provided a superb classical education for its students. Tremendous student growth led to the establishment of a strong Parent Teacher Association (1917), the opening of the city’s first public high school for African-American students, Lemon Street (1930), the building of day-care facilities to meet the needs of working mothers (1944), and the opening of six new schools in the 1950’s. Public school integration came to Marietta in 1964 when two students of color applied to attend the city’s all white high school, with the full desegregation of Marietta High taking place in the fall of 1967.

Like their peers throughout the country, MCS students tested authority during the 1970’s, organizing protests and pushing back against newly written rules and dress codes. At the same time the district continued to thrive, becoming a school district of choice while adding courses in industrial arts, construction, transportation, and vocational education. By the 1980’s, special education and support staff for subjects such as music and art were expanded, and a pupil transportation system was established.

The opening of 16 computer labs by the early 1990’s and a focus on technology in education was a game-changer and helped to keep the district’s diverse student population on par with neighboring school districts. In 1995 Marietta High received its IB World School certification, and in 2008 Marietta City Schools became one of Georgia’s first Charter Systems. The MCS charter system currently includes eleven schools: seven K-5 elementary schools, one sixth grade academy, one middle school, one high school, and one grades 3-5 elementary magnet school.

With over 8,900 students MCS strives to provide a world-class education for its students while maintaining and celebrating 125 years of tradition.
Our Process

MCS initiated a comprehensive environmental and organizational assessment in order to identify strengths and opportunities for growth. This collaborative process, which occurred between March 2016 and July 2017, led to the development of our district strategic plan.

**March 2016 - July 2017**

**WORK SESSIONS**
- MCS Cabinet & Board Members
- Superintendent Look, Listen, & Learn Tour
- New Vision, Mission, & Beliefs

**INTERVIEWS**
- Board of Education
- Post-secondary Institutions
- Philanthropic, Business, and Community Leaders

**FOCUS GROUPS**
- District Partners
- MCS Families
- MCS Staff
- MCS Students
- Elected Officials
- Faith-based Leaders

**SURVEYS**
- MCS Families
- MCS Staff
- MCS Students
ENVIRONMENTAL AND ORGANIZATIONAL ASSESSMENT

Our Strengths

• Stakeholders acknowledge and value the sense of family, tradition, and pride that exist in the Marietta community.
• Marietta City Schools has been a leader in the charter movement, serving as a visionary for how to leverage charter flexibility and innovation to positively impact the student experience.
• We are incredibly fortunate to have such knowledgeable, committed, and passionate educators serving our children; our stakeholders overwhelmingly acknowledge their contribution to our district’s level of excellence.
• The district has made a long-term commitment to supporting STEM education and the International Baccalaureate Programme across all levels.
• The Graduate Marietta Student Life Center is a national model for comprehensive, wrap-around services for students and families; this model demonstrates the power of district-community collaboration.
• The long-term fiscal approach by the Board of Education has prioritized staff compensation and resources for local schools; this philosophy has allowed Marietta City Schools to be competitive among regional school districts.

Opportunities for Growth

• We must continue to be aware of and responsive to external factors and trends that help students and families remove barriers that negatively impact student success.
• Learning opportunities in the areas of STEM and International Baccalaureate must be done with fidelity and accessible for all students.
• Increasing support for and awareness of early learning and kindergarten readiness will serve as the foundation for k-12 success.
• We have opportunities to focus more on the art and science of teaching and less on standardized assessments.
• The curriculum and learning environment must be more engaging, and instruction should connect student learning to the real world.
• Educators need and want opportunities for increased collaboration to further develop individualized approaches to teaching and learning.
• We must increase family and community collaboration to support student achievement.
VISION
Our vision is for all students to learn to their fullest potential.

MISSION
In partnership with families and the community, our mission is to prepare each student to maximize career, college, and life opportunities.

BELIEFS
• Education is the key to a successful future.

• Each member of the school community has responsibility for working towards achievement of the district’s vision.

• The diversity of people, perspectives, and practices strengthens our school district.

• A highly effective and innovative staff is essential to student learning.

• Frequent and clear communication is essential among all school district stakeholders.

• Caring and trusting relationships among students and adults in schools are vital to supporting the whole child.

• Safe, inviting, well-maintained schools are essential for teaching and learning.

• Education is enhanced through access to technological resources, personalized learning environments, and quality facilities.
## Strategic Plan Overview

### Objectives: What are our priorities?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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<tbody>
<tr>
<td>Early Literacy:</td>
<td>MCS will increase kindergarten readiness and percentage of 3rd grade students reading on grade level.</td>
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<tr>
<td>College &amp; Career Opportunities:</td>
<td>MCS will expand college and career opportunities and increase percentage of students participating in dual enrollment.</td>
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<td>High School Graduation:</td>
<td>MCS will increase percentage of students graduating on time.</td>
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<td>Recruitment:</td>
<td>MCS will recruit diverse teachers and staff.</td>
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<td>Community Engagement:</td>
<td>MCS will increase community partnerships.</td>
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<tr>
<td>Family Engagement:</td>
<td>MCS will increase the degree of family engagement in student learning.</td>
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<tr>
<td>Compensation:</td>
<td>MCS will establish a competitive compensation structure.</td>
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<td>School Governance:</td>
<td>MCS will increase the engagement of school governance teams.</td>
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<td>Budget:</td>
<td>MCS will establish a fiscally responsible and balanced annual budget.</td>
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<tr>
<td>Financial Alignment:</td>
<td>MCS will implement proactive measures to align fiscal resources to student priorities.</td>
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<tr>
<td>Communication:</td>
<td>MCS will communicate budget process, priorities, and timeline to stakeholders.</td>
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</table>

### Strategies: How will we accomplish our priorities?

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<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
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<tbody>
<tr>
<td>Early Learning Center:</td>
<td>MCS will open a high-quality center that aligns Pre-K and kindergarten curriculum.</td>
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<tr>
<td>College &amp; Career Academy:</td>
<td>MCS will open an academy in partnership with post-secondary institutions and local businesses.</td>
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<td>Employee Engagement:</td>
<td>MCS will leverage employee engagement feedback to improve leadership opportunities and professional development experiences.</td>
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<tr>
<td>Competitive Compensation:</td>
<td>MCS will identify and revise compensation gaps for key personnel and implement comprehensive employee benefit plan.</td>
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<td>Community Services:</td>
<td>MCS will expand wrap-around services through personnel in and collaboration with community partners.</td>
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<td>Communication:</td>
<td>MCS will improve home-school communication and processes to engage families in k-12 matriculation.</td>
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<td>Collaborative Budget Process:</td>
<td>MCS will engage stakeholders in budget development process.</td>
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<tr>
<td>Academic Return on Investment:</td>
<td>MCS will conduct comprehensive review of instructional and operational expenditures.</td>
</tr>
<tr>
<td>Timeline:</td>
<td>MCS will develop timeline for budget development and communication protocols.</td>
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</tbody>
</table>
STUDENT ACHIEVEMENT
Prepare every student for college and career success.

METRICS
ELEMENTARY/SECONDARY

- INCREASE THE NUMBER OF STUDENTS RECEIVING EARLY LEARNING SERVICES BY MARIETTA CITY SCHOOLS

- ESTABLISH BASELINE FOR GEORGIA INVENTORY OF DEVELOPING SKILLS (GKIDS) READINESS INSTRUMENT

- INCREASE NUMBER OF 3RD GRADE STUDENTS SCORING PROFICIENT AND DISTINGUISHED ON ENGLISH LANGUAGE ARTS END OF GRADE ASSESSMENT (EOG)

- INCREASE PERCENTAGE OF STUDENTS MEETING MEASURE OF ACADEMIC PROGRESS (MAP) PROJECTED GROWTH PERCENTILES
STUDENT ACHIEVEMENT
Prepare every student for college and career success.

METRICS
SECONDARY

• INCREASE NUMBER OF STUDENTS PARTICIPATING IN DUAL ENROLLMENT

• INCREASE NUMBER OF STUDENTS ENROLLED IN INTERNATIONAL BACCALAUREATE CAREER PATHWAYS (IB CP)

• INCREASE NUMBER OF STUDENTS TAKING SAT AND ACT

• INCREASE SAT AND ACT SCORES

• INCREASE HIGH SCHOOL GRADUATION RATE

• INCREASE PERCENTAGE OF STUDENTS PASSING ALL END OF COURSE ASSESSMENTS (EOC) BELOW THE STATE AVERAGE
HUMAN CAPITAL AND DEVELOPMENT
Recruit and retain effective teachers and staff who meet the district’s diverse needs.

METRICS

• STAFF ALL TEACHING POSITIONS BY THE FIRST DAY OF SCHOOL

• INCREASE CANDIDATE POOL FOR HARD-TO-STAFF POSITIONS

• DECREASE THE PERCENTAGE OF ATTRITION IN KEY FUNCTIONS OF THE DISTRICT

• ANNUAL INCREASE IN STAFF SATISFACTION AS MEASURED BY EMPLOYEE SURVEYS

• IMPROVE EMPLOYEE COMPENSATION/BENEFIT MODEL
COMMUNITY COLLABORATION
Increase community engagement across the district.

METRICS

• INCREASE TOTAL NUMBER OF COMMUNITY PARTNERS AND FAMILIES ENGAGED IN DISTRICT PRIORITIES AND INITIATIVES

• INCREASE DEGREE OF FAMILY SATISFACTION WITH SCHOOL-HOME COMMUNICATION

• INCREASE NUMBER OF STRATEGIC PARTNERSHIPS TO SERVE TRADITIONALLY DISENAGED FAMILIES

• ENGAGEMENT WITH CRITICAL DISTRICT INITIATIVES AND DECISION-MAKING AS MEASURED BY GOVERNANCE TEAM STANDARDS AND ASSESSMENTS
FISCAL RESPONSIBILITY
Establish fiscal processes that align to the needs of students and staff.

METRICS

• COMPLETION OF APPROPRIATE BUDGET PROCESSES AT PRE-DETERMINED INTERVALS

• INCREASE EVIDENCE OF COLLABORATIVE PROCESSES WITH BOARD AND DISTRICT LEADERSHIP BUDGET DEVELOPMENT

• INCREASE STUDENT AND STAFF UTILIZATION OF IDENTIFIED ACADEMIC RESOURCES

• INCREASE ALIGNMENT BETWEEN FINANCIAL EXPENDITURES AND ACADEMIC IMPACT
The Marietta City Schools strategic plan will begin in stages over the next three years in order to ensure sufficient capacity for effective implementation, execution, and monitoring. Action plans for each initiative, including timelines and assignment of staff responsibility, will be posted to the district website. Regular process updates will be posted as well to maintain transparency and accountability. To that end, stakeholders can also expect our district to leverage existing processes and resources to maximize student learning and maintain the highest levels of transparency and feedback through:

- **Impact checks** – meetings held throughout the year with the Board of Education, principals, local school leadership teams, and cabinet to maintain alignment of personnel, resources, support, and accountability to district and school priorities.

- **Community collaboration** – the Board of Education and district leadership have made it a priority to foster positive relationships with stakeholders. Efforts will be made to continue meetings that facilitate feedback and collaboration. Such meetings include but are not limited to Board of Education community forums, small-group meetings with the superintendent and school and support staff, faith-based partnerships, legislative forums, and family meetings.

- **Shared governance** – the Board of Education believes family and community governance are critical to the success of students and schools. The establishment of the School Governance Team (SCT) at each school serves to foster collaboration and brings families and the community together to actively engage in school improvement. The SCT is entrusted with the responsibility of providing input, making recommendations, and rendering decisions regarding various aspects of the instructional program of the school and the school’s operational scheme.
The Board of Education of the City of Marietta
From left to right: Randy Weiner, Chair (Ward Three), Irene Berens (Ward Seven), Jeriene Grimes (Ward Five), Allison Gruehn (Ward Four), Jason Waters, Vice Chair (Ward Two), Kerry Minervini (Ward Six), Alan Levine (Ward One)

Vision
Our vision is for all students to learn to their fullest potential.

Mission
In partnership with families and the community, our mission is to prepare each student to maximize career, college, and life opportunities.

250 Howard Street
Marietta, Georgia 30060