

School Improvement Plan

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

School
Name

Marietta Sixth Grade Academy

School
Year

2020-2021

Members



Corey Lawson, Principal

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Tamara Edwards, SIS/MYP Coordinator

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Bambi Papp, Extended Day Learning Coordinator, PBIS Climate Coach, SGT Teacher Rep.

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Kyra Caldwell Templeton, ELA Coach

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Carrie Anderson, Fine Arts PLC Lead

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Miriam White, Asst. Principal *MW*

Karen Brogan, SS PLC Lead, New Teacher Facilitator *KB*

Lauren Thornton, Math Coach

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Victoria Hunter, Parent Liaison

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Samantha Haggard, World Lang. PLC Lead

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Members



Carrie Hedrick, 6-1 Team Leader

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Teresa Winters, 6-2 Team Leader

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Darrell Salamon, 6-3 Team Leader

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Amy Miller, 6-4 Team Leader,
STEM/STEAM Coordinator

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Greg Boughton, 6-5 Team Leader

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Lakisha Edwards, 6-6 Team Leader, ESOL
PLC Lead

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Tamala Wells, Math Connections PLC Lead

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Ayesha Wallace, Reading Connections PLC
Lead

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Amy Thompson, Science PLC Lead

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Mia Henderson, TSS

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Members



Tootie Berniard, Secretary to
Principal/Registrar, Program Supports

Eddie Lewis, SGT Co-Chair

Matthew Forrester, 504 Coordinator,
Gifted Liaison

Tye Burnett, SGT Community Member

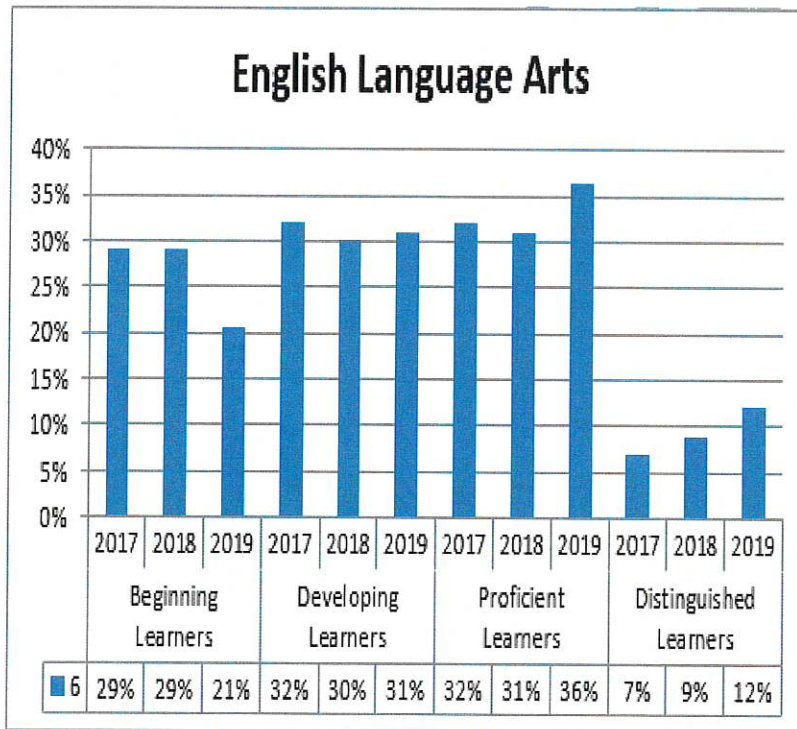
Tangela Jones, SGT Parent

Leigh Hall, SGT Parent Member

Needs Assessment

- 80% passing rate in core content classes
- Growth in MAP (Measures of Academic Progress) for all students
- Reduce achievement gap among subgroups
- Increase the number of Distinguished Learners on the EOG
- Reduce the number of Beginning Learners on the EOG
- Improve parent involvement and community collaboration to support student outcomes.
- Obtain 5 Star Climate Rating on CCRPI.

Needs Assessment-Reading EOG



HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met 6% improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

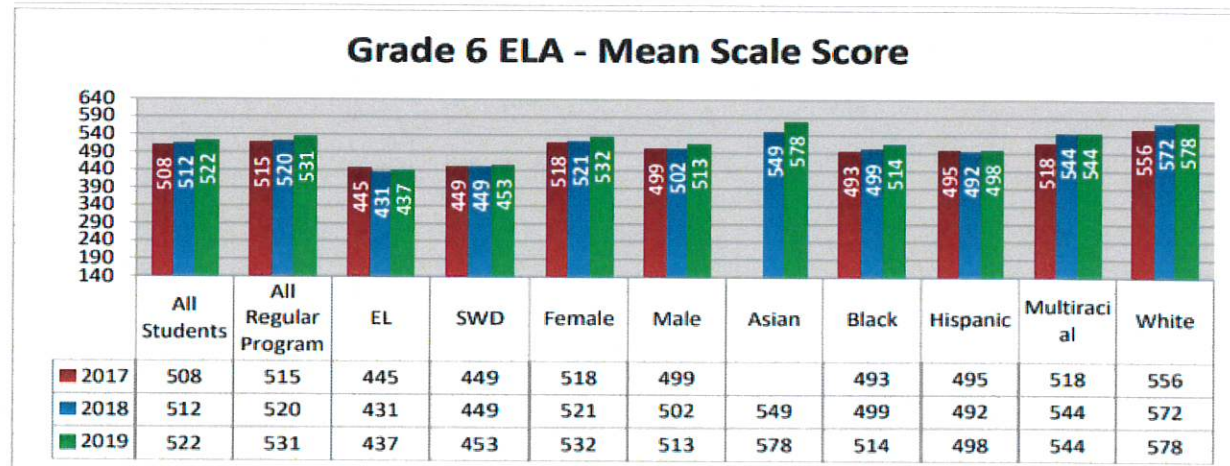
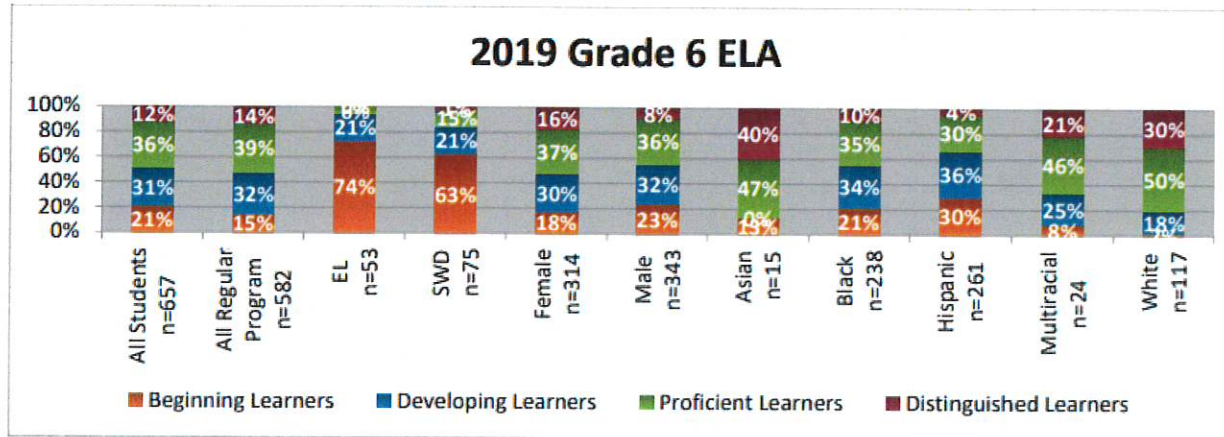
*This flag is only available for Economically Disadvantaged, English Learners and Students with Disabilities

ACHIEVEMENT LEVELS

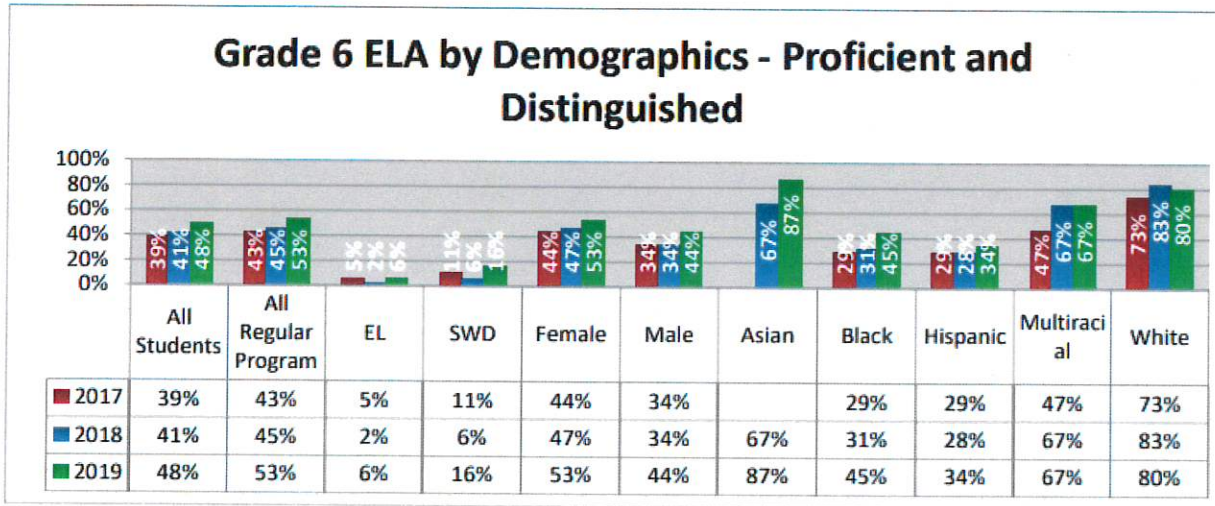
SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS 99.59% Participation Rate	62.35	61.25	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	88.88	Too Few Students	
BLACK 99.66% Participation Rate	52.93	51.10	
HISPANIC 100.00% Participation Rate	48.64	50.05	
MULTI-RACIAL 100.00% Participation Rate	87.04	69.69	
WHITE 98.37% Participation Rate	100.00+	90.00	
ECONOMICALLY DISADVANTAGED 99.57% Participation Rate	48.28	47.42	
ENGLISH LEARNERS 100.00% Participation Rate	31.14	29.27	
STUDENTS WITH DISABILITY 100.00% Participation Rate	27.47	24.34	

Needs Assessment-Reading EOG



Needs Assessment-Reading EOG



Needs Assessment-Reading

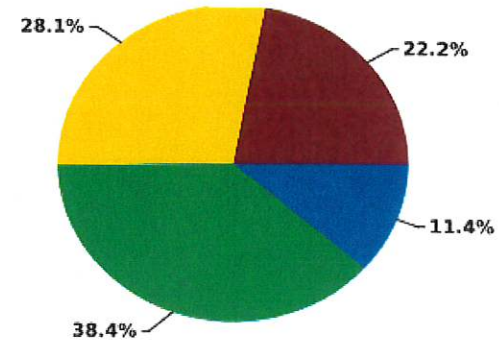


Reading Map Fall 2020

Projected to: Georgia Milestones taken in spring.

View Linking Study: <https://www.nwea.org/resources/georgia-linking-study/>

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	581	129	22.2%	183	28.1%	223	38.4%	66	11.4%
Total	581	129	22.2%	183	28.1%	223	38.4%	66	11.4%

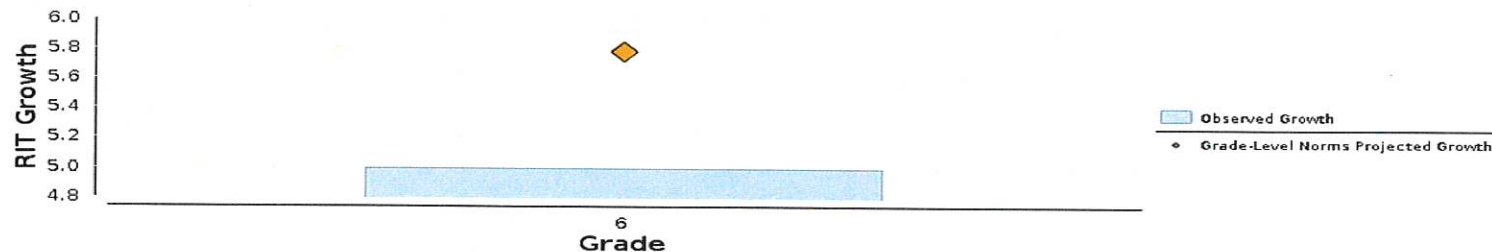


Marietta Sixth Grade Academy

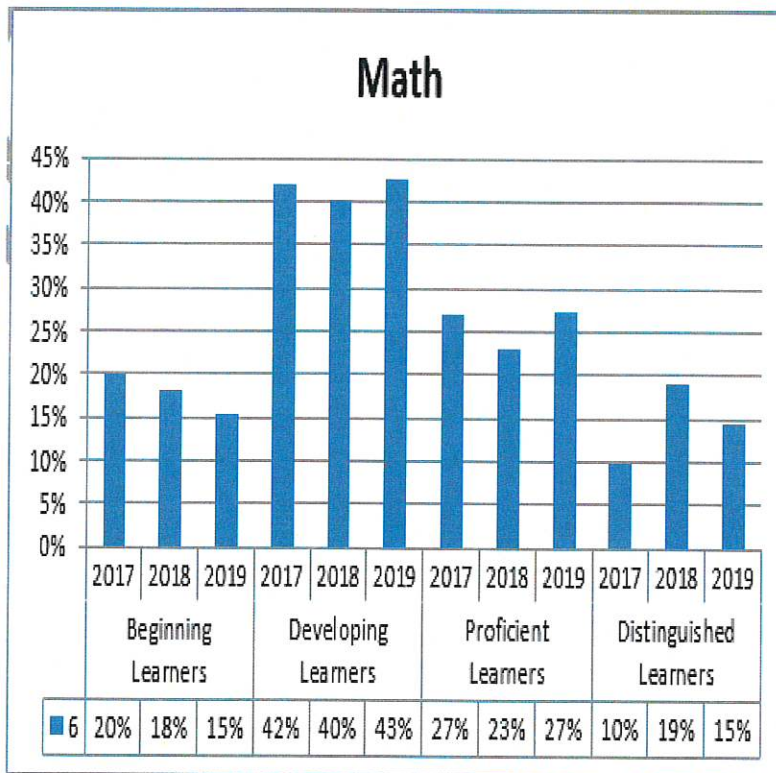
Language Arts: Reading

Grade (Fall 2020)	Growth Count†	Comparison Periods							Growth Evaluated Against							
		Fall 2019			Fall 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	498	206.6	16.7	62	211.6	16.5	58	5	0.4	5.8	-0.47	32	498	245	49	46

Language Arts: Reading



Needs Assessment-Math EOG



HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS





ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

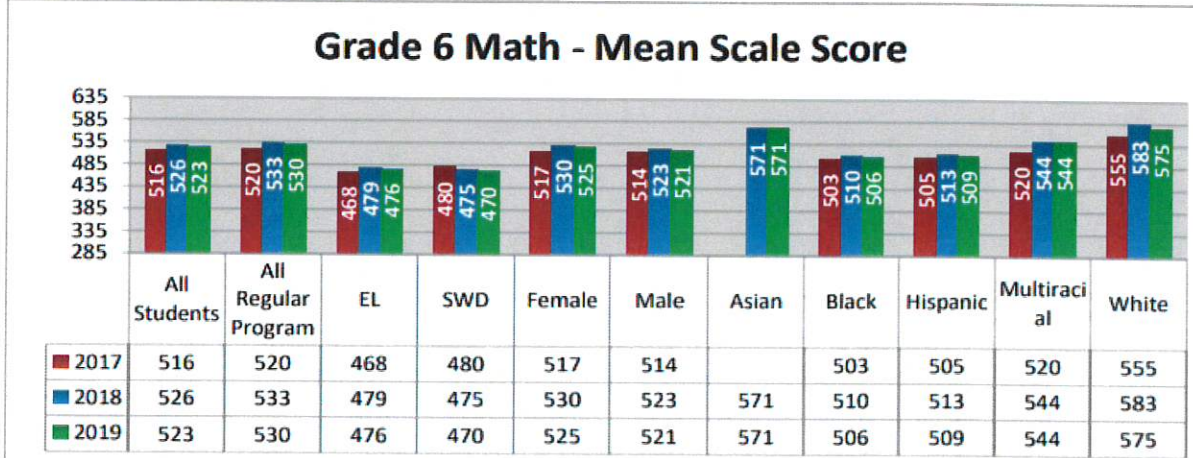
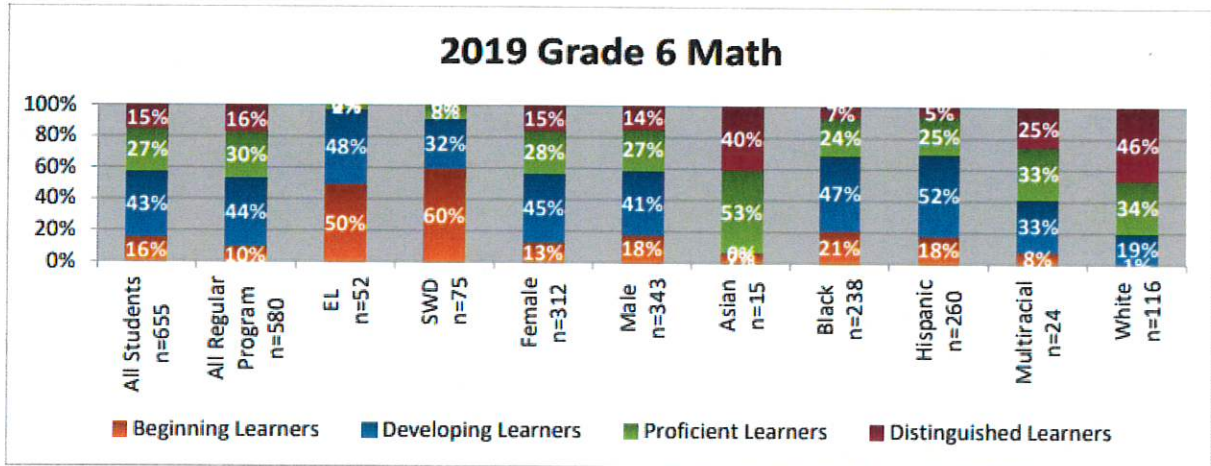
LEGEND

-  Subgroup met 6% improvement target*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners and

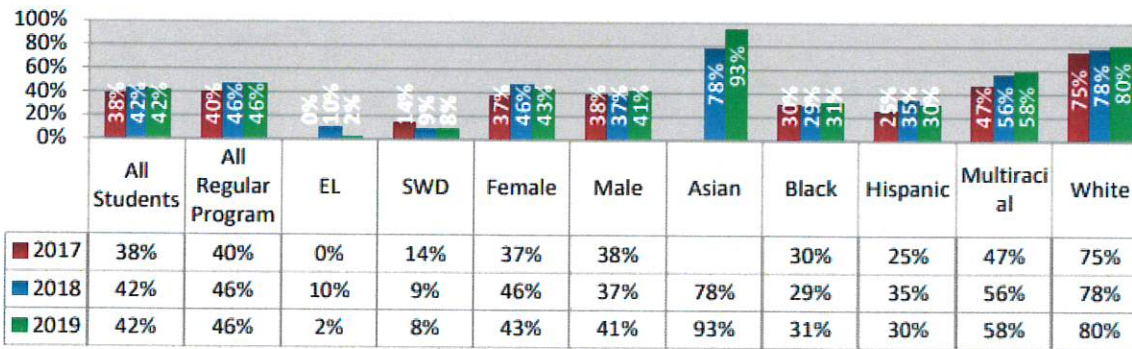
	SCORE	TARGET	FLAG
ALL STUDENTS <small>99.32% Participation Rate</small>	73.59	68.07	
AMERICAN INDIAN / ALASKAN NATIVE <small>Too Few Students Participation Rate</small>	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER <small>100.00% Participation Rate</small>	100.00+	Too Few Students	
BLACK <small>99.32% Participation Rate</small>	61.59	57.61	
HISPANIC <small>99.63% Participation Rate</small>	62.59	58.25	
MULTI-RACIAL <small>100.00% Participation Rate</small>	88.90	75.75	
WHITE <small>99.37% Participation Rate</small>	100.00+	90.00	
ECONOMICALLY DISADVANTAGED <small>99.36% Participation Rate</small>	58.43	54.52	
ENGLISH LEARNERS <small>100.00% Participation Rate</small>	48.21	34.46	
STUDENTS WITH DISABILITY <small>98.07% Participation Rate</small>	37.78	32.75	

Needs Assessment-Math EOG



Needs Assessment-Math EOG

Grade 6 Math by Demographics - Proficient and Distinguished



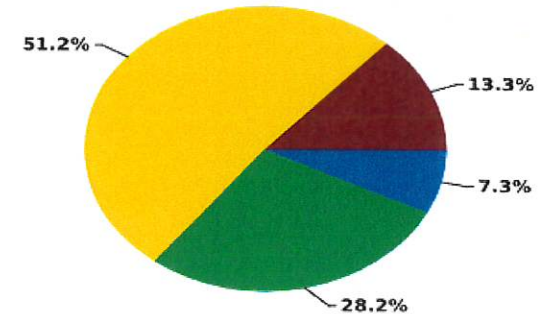
Needs Assessment-Math MAP



Projected to: Georgia Milestones taken in spring.

View Linking Study: <https://www.nwea.org/resources/georgia-linking-study/>

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	592	79	13.3%	303	51.2%	167	28.2%	43	7.3%
Total	592	79	13.3%	303	51.2%	167	28.2%	43	7.3%

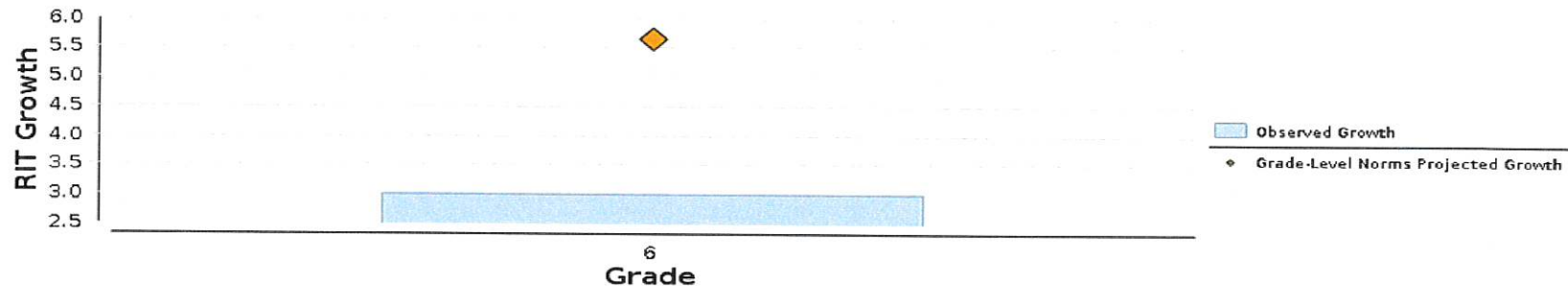


Marietta Sixth Grade Academy


Math: Math K-12

Grade (Fall 2020)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Fall 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	509	211.1	14.9	61	213.9	13.9	46	3	0.3	5.7	-1.67	5	509	181	36	33

Math: Math K-12



Strategic Plan:




STUDENT ACHIEVEMENT
Prepare every student for college and career success.



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.

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

Literacy
At least 70% of 6th grade students taking the Fall 2020 Reading MAP will make growth from Fall to Winter to Spring Map.

EOG Reading
At least 51% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

School Climate
At least 80% of teachers will participate in the School Climate/Morale Survey prior to student returning to in-person learning and at the end of the year.

At least an average 80% of 6th grade students will meet the requirement to attend (no minor or major referrals & passing all core classes) Zero Referral Quarterly celebrations.

Parent Engagement
MSGA will continue to build partnerships with parents by offering virtual Side by Side sessions, Parent Liaison support, and additional support offerings, as needed, throughout the school year.

Community Engagement:
MSGA will continue to utilize social media presence, LMS Schoology, Tuesday Tidbits, and provide virtual engagement activities to support students/parents/community members.

Budget:
MSGA will establish a fiscally responsible and balanced budget monitored on a bi-monthly basis

Initiatives: What will we do to achieve success?

Literacy Framework
*Implement EngageNY curriculum that utilizes researched based strategies to address the needs of all students.


Maximize use of blended learning using (Schoology, Nearpod, Flipgrid, Zoom, etc).

Professional Development:
Quality professional development opportunities provided throughout the school year focused on virtual teaching and learning, technology PD, school climate/morale, classroom management, and building teacher-to-student relationships.


Family Engagement:
Improve the quality of collaboration among students, teachers, and parents. Improve the quality of communication among parents, students, and teachers weekly through strategic social media.

Financial Alignment:
MSGA will implement proactive measures to align fiscal resources to student priorities monitored through bi-monthly budget meetings.

Strategic Plan:




STUDENT ACHIEVEMENT
Prepare every student for college and career success.



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.

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

Math
At least 65% of 6th grade students taking the Fall 2020 Math MAP will make growth from Fall to Winter to Spring Map.

EOG Math
At least 45% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level


Initiatives: What will we do to achieve success?

Math
*Implement Pearson curriculum that utilizes researched based strategies to address the individual needs of all students.

Maximize use of blended learning using (Schoology, Nearpod, Flipgrid, Zoom, etc).

Initiatives:
What will we do to achieve success?

Reading
At least 70% of 6th grade students taking the Fall 2020 Reading MAP will make growth from Fall to Winter to Spring Map.



STUDENT ACHIEVEMENT
Prepare every student for college and career success.

At least 51% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

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

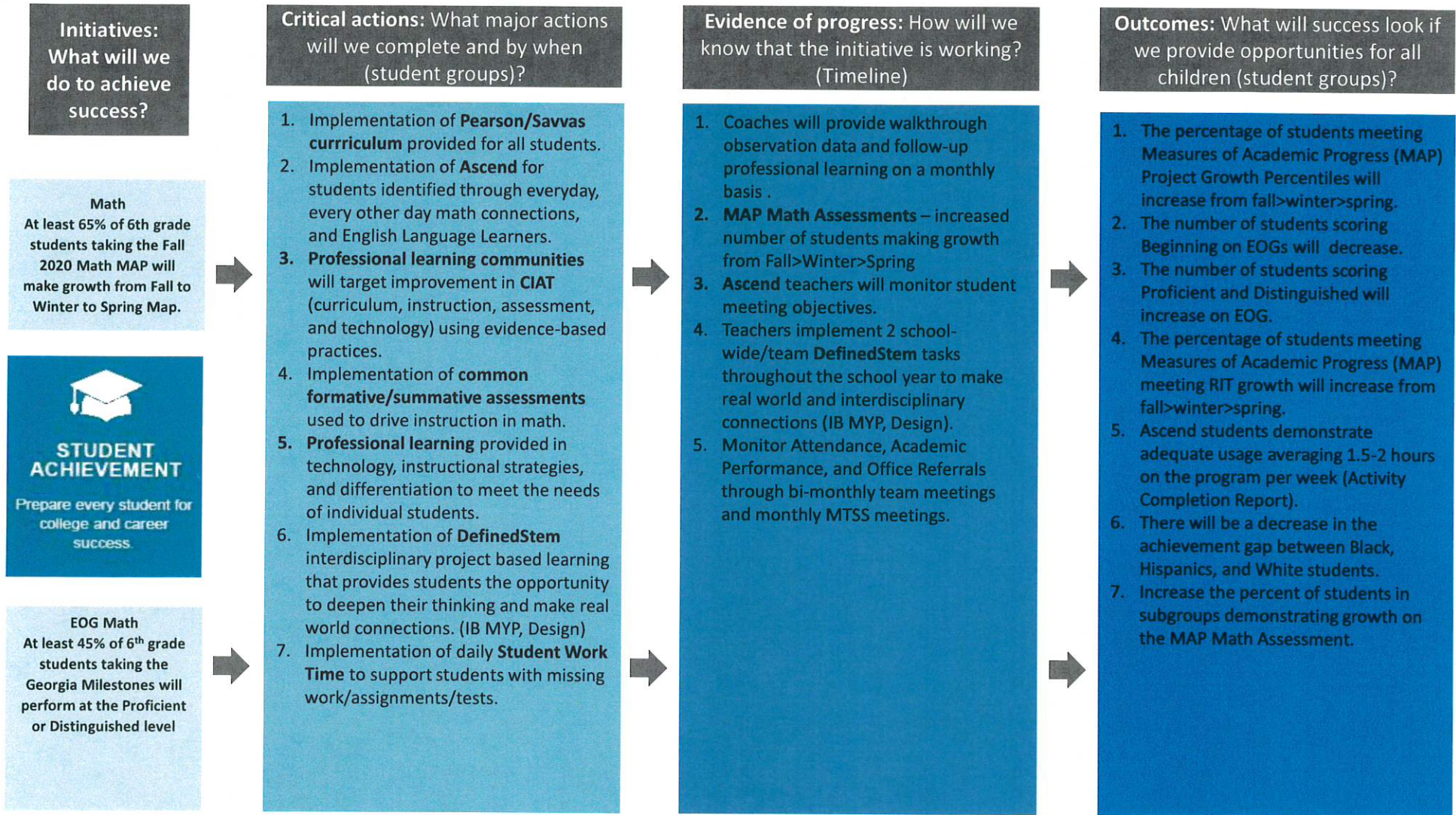
1. **Implementation of EngageNY** provided for all students.
2. Provide **Lexia** daily intervention for English Language Learners who scored Levels 1-3 ACCESS 2020.
3. **Professional learning communities will target improvement in CIAT** (curriculum, instruction, assessment, and technology) using evidence-based practices.
4. Implementation of **ReadingPlus** for students identified through everyday and every other day reading connections.
5. Implementation of **DefinedStem** interdisciplinary project based learning that provides students the opportunity to deepen their thinking and make real world connections. (IB MYP, Design)
6. Provide **EdPuzzle, BrainPop, Flocabulary, Gizmos, and Active Classroom** to improve vocabulary acquisition, talking and writing about meaning of text, and matching readers with texts (Lexiles).
7. Provide daily **Student Work Time** to support students with missing work/assignments/tests.
8. Implement Document Based Questions (DBQ) in order to support reading, thinking critically, and writing.

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

1. EngageNY common formative/summative assessments reviewed during quarterly data reviews.
2. Coaches and coordinators will provide walkthrough data on the implementation of EngageNY on a monthly basis.
3. Lexia monitoring usage and growth on a monthly basis.
4. Reading Plus teachers will monitor completion of See Readers and Read Alouds within the program.
5. MAP Reading Assessments – increased number of students meeting expected growth from Fall>Winter>Spring
6. Teachers implement 2 school-wide/team DefinedStem tasks throughout the school year to make real world and interdisciplinary connections (IB MYP, Design)
7. Monitor Attendance, Academic Performance, and Office Referrals through bi-monthly team meetings and monthly MTSS meetings.


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

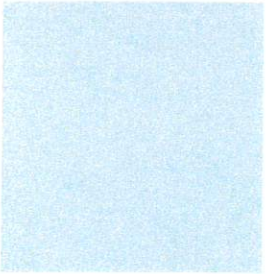
1. The percentage of students making growth on the Measures of Academic Progress (MAP) will increase from fall >winter>spring.
2. An increased number of student from subgroups will make growth on MAP Reading Assessment.
3. The number of students scoring Beginning on EOGs will decrease.
4. The number of students scoring Proficient and Distinguished will increase on EOG.
5. The number of English Language Learners moving one band on the ACCESS assessment will increase.
6. There will be a decrease in the achievement gap between Black, Hispanics, and White students.
7. ReadingPlus students demonstrate adequate usage averaging 1-1.5 hours on the program per week along with averaging 80% comprehension.
8. Increase the percent of students in subgroups demonstrating growth on the MAP Reading Assessment.



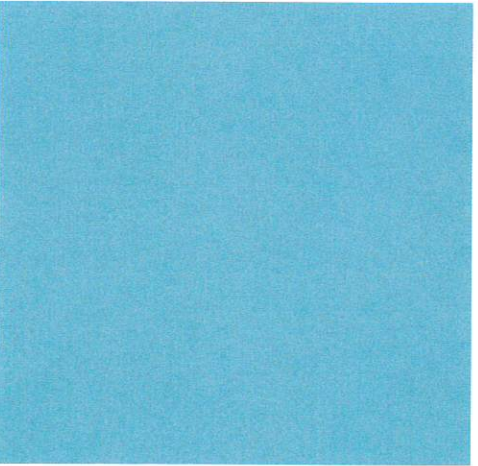
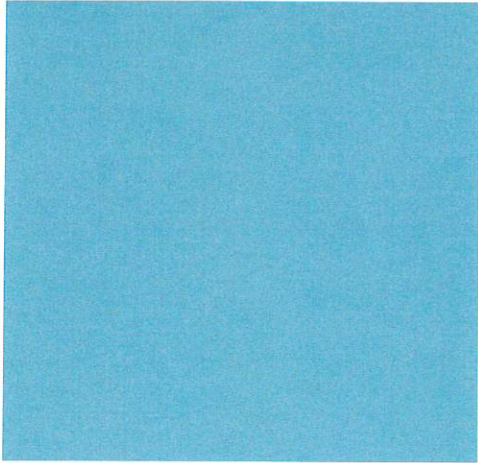
Initiatives:
What will we
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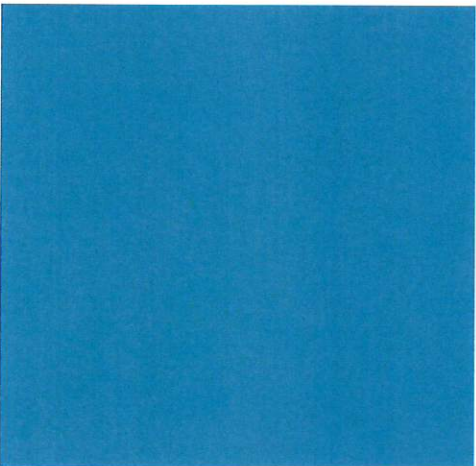
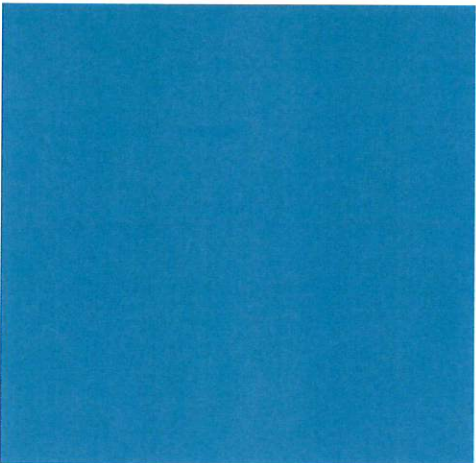

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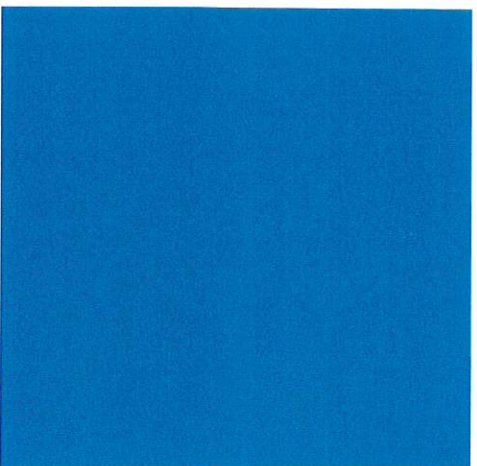
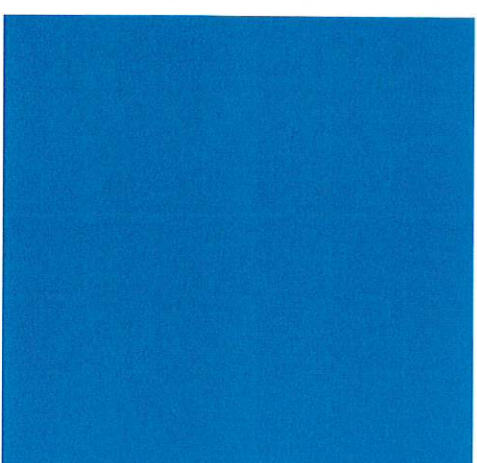
Evidence of Progress:
Impact Check #1- Fall




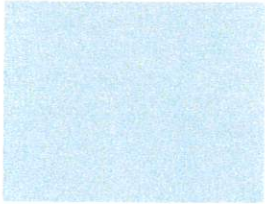
Evidence of Progress:
Impact Check #2- Winter



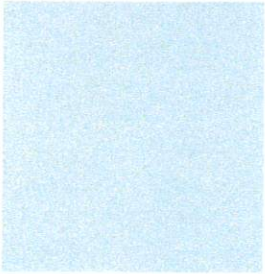
Evidence of Success:
Impact Check #3- End of Year



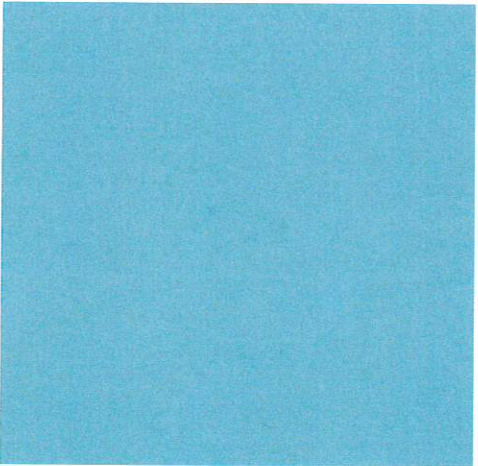
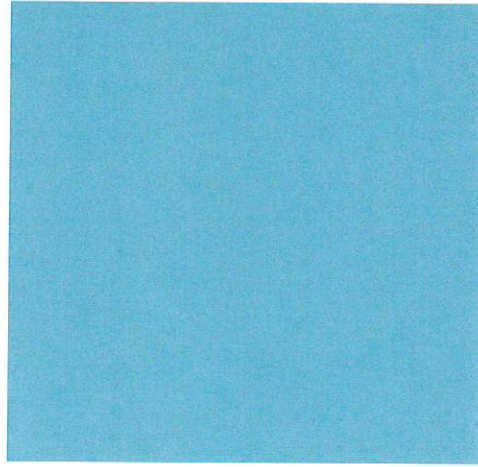
Initiatives:
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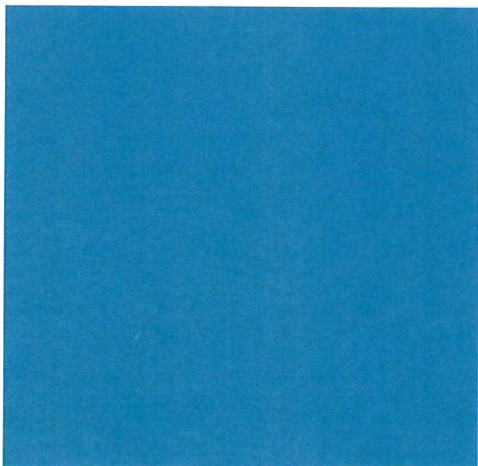
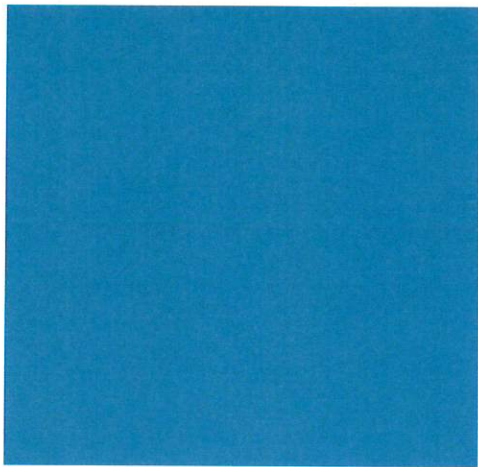
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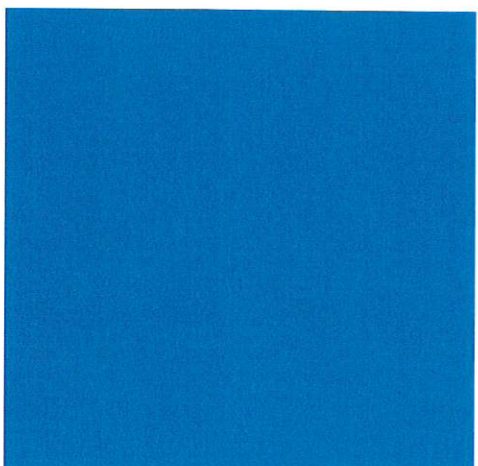
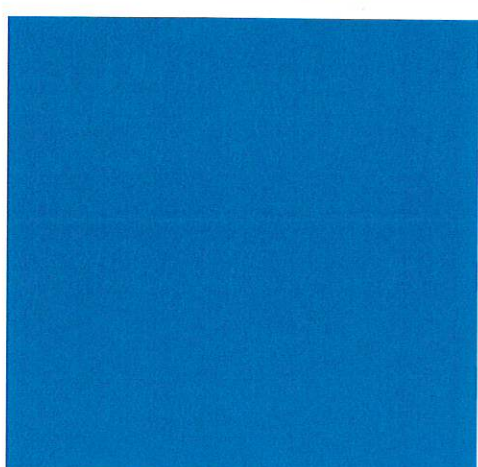
Evidence of Progress:
Impact Check #1- Fall



Evidence of Progress:
Impact Check #2- Winter



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



Initiatives:
What will we do to achieve success?

School Climate
At least 80% of teachers will participate in the School Climate/Morale Survey prior to student returning to in-person learning and at the end of the year.



HUMAN RESOURCES

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

At least an average 80% of 6th grade students will meet the requirement to attend (no minor or major referrals & passing all core classes) Zero Referral Quarterly celebrations.

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

1. Providing on-going **professional development and support** opportunities to teachers in the areas of MAP, Schoology, Virtual teaching/learning, School Climate, IB MYP, Lighthouse.
2. **School Climate/PBIS committee** sharing office referral data through monthly faculty meetings.
3. **ARM (Academic Review Meetings)** school improvement initiative focuses on building relationships with selected students to improve academic outcomes.
4. **New Teacher Facilitator** will provide support for all teachers with 1-3 years experience at MCS.
5. Provide incentives, such as, **Zero Referral Celebrations** to increase positive behavior, build stronger relationships, and produce correlating positive academic outcomes.
6. If we return to five days in-person learning, continue and refine **Club Wednesday** initiative that focuses on building teacher-to-student and student-to-student relationships and allowing students to explore real-world opportunities that they may not otherwise receive (IB MYP, Lighthouse, School Climate/PBIS).
7. Professional development provided for SWD teachers from district office.
8. Provide professional learning for online learning programs.

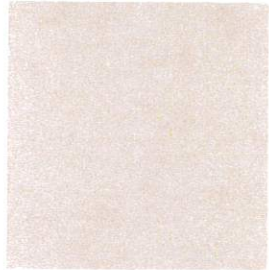
Evidence of progress: How will we know that the initiative is working? (Timeline)

1. School Climate/Morale Survey results
2. Zero Referral Celebration percentage in attendance data
3. Office Referral data
4. Sharing of professional development opportunities with colleagues on professional learning days or in PLC's.
5. Classroom observations demonstrate quality Tier 1 instruction.

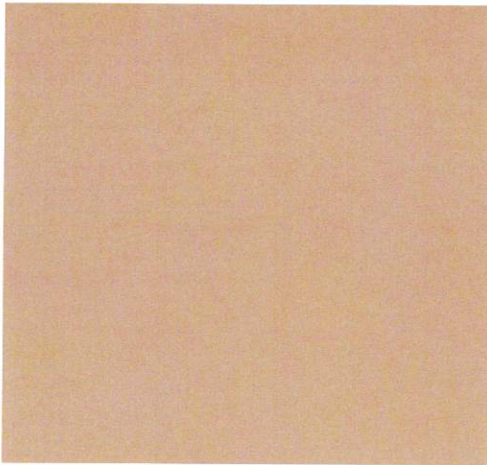
Outcomes: What will success look if we provide opportunities for all children (student groups)?

1. Increased percent of students demonstrating growth on the reading and math MAP assessment.
2. A decreased number of ELL students scoring beginning on reading and math EOG.
3. Increase the number of students scoring Proficient and Distinguished level on the EOG.
4. A decreased number of SWD students scoring beginning in reading and math on the EOG.

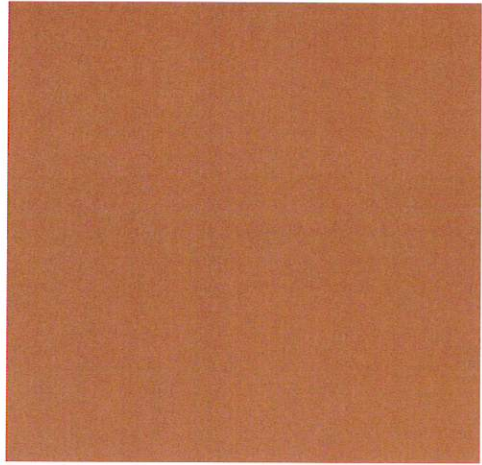
Initiatives:
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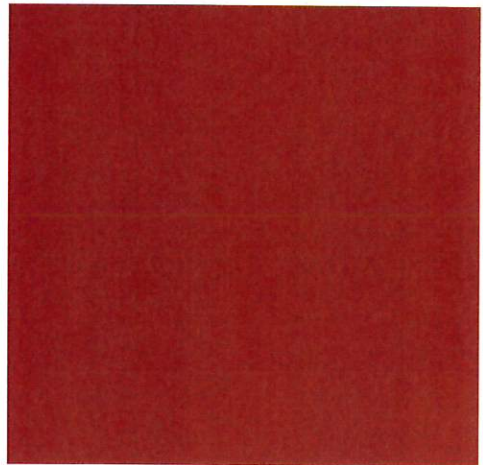
Evidence of Progress:
Impact Check #1- Fall



Evidence of Progress:
Impact Check #2- Winter

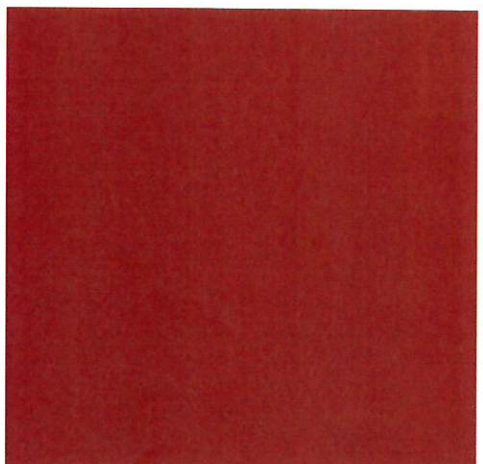
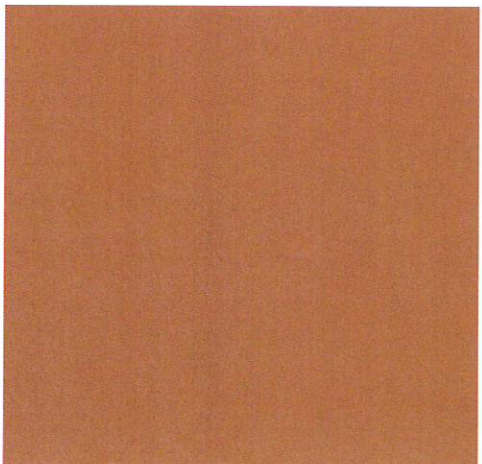
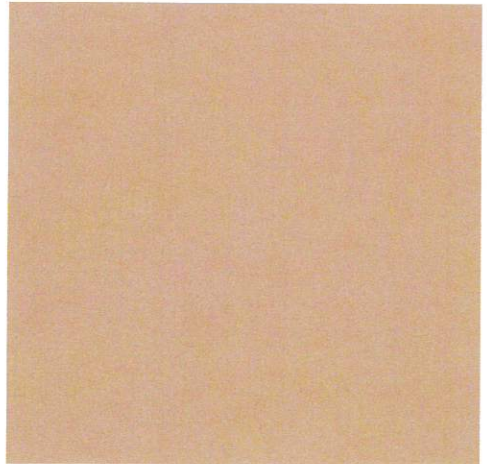
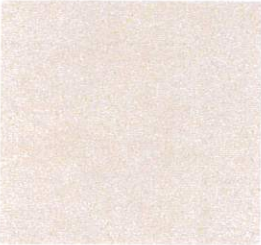


Evidence of Success:
Impact Check #3- End of Year



**HUMAN
RESOURCES**

Recruit and retain
effective teachers and
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district's diverse needs.



Initiatives:
What will we do to achieve success?

Parent Engagement
MSGA will continue to build partnerships with parents by offering virtual Side by Side sessions, Parent Liaison support, and additional support offerings, as needed, throughout the school year.



COMMUNITY COLLABORATION
Increase community engagement across the district.

Community Engagement:
MSGA will continue to utilize social media presence, LMS Schoology, Tuesday Tidbits, and provide virtual engagement activities to support students/parents/community members.

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

1. Spanish and Portuguese translators provided for social media presence and virtual gatherings.
2. All school sponsored events Spanish translation is provided.
3. Improve home-school communication and processes to engage families through an increase in strategic social media messaging.
4. Engage parent liaison to increase parent communication, collaboration, and build school culture.
5. All electronic communications are sent in Spanish.
6. Share a common vision and mission that define the school culture and guide continuous improvement.
7. Weekly updates sent by Parent Liaison through email and social media to keep families aware of school business.
8. Parent Liaison provides family engagement strategies to teachers and staff on monthly basis.
9. Implementation of Tuesday Tidbits – weekly communication to parents via email.

1. Engage SGT members in activities of school by sharing School Improvement Plan and approval of charter fund expenditures.
2. Regular communication and involvement with PTSA and mutual support in activities school/PTSA sponsor.
3. If and when, Club Wednesday returns involvement of community stakeholders in Club Wednesdays (Kiwanis Builders Club/Kiwanis, Young Bankers Club/Fifth Third Bank, Leadership Academy/Mentoring for Leadership, Gardening Club/Community Sprouts initiative).

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

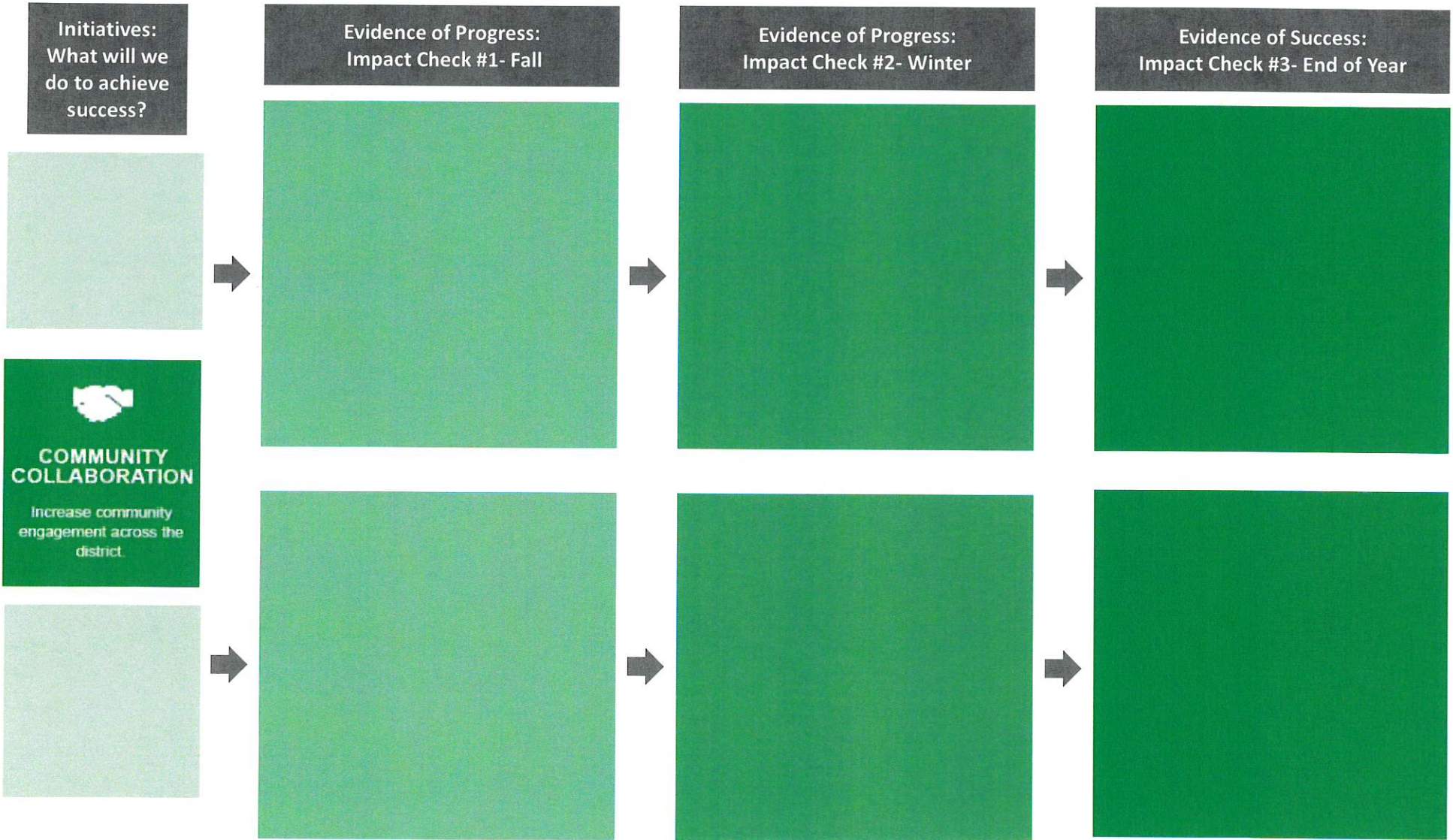
1. Increased involvement in virtual Side by Side Workshops.
2. Increase in participation in surveys.
3. Increase virtual parent engagement at school related activities and PTSA events.
4. Increased usage of LMS Schoology.

[Empty green box for evidence of progress]

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

1. Increased student/parent involvement in student activities.
2. Increased percent of parents demonstrating usage of digital platforms.
3. Positive parent/community perception of the school.

[Empty green box for outcomes]



Initiatives:
What will we do to achieve success?

Budget:
MSGA will establish a fiscally responsible and balanced budget monitored on a bi-monthly basis



FISCAL RESPONSIBILITY

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

Financial Alignment:
MSGA will implement proactive measures to align fiscal resources to student priorities monitored through bi-monthly budget meetings.

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

1. MSGA administration will conduct bi-monthly budget meetings (A-Team).
2. SGT meets on a monthly basis to discuss budget.
3. MSGA administration will share budget with coaches and teacher leaders.
4. Collaborate with District Finance Office to align school and district processes.

1. Establish a comprehensive consolidated budget that includes funding allocations reflective of school needs and goals.

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

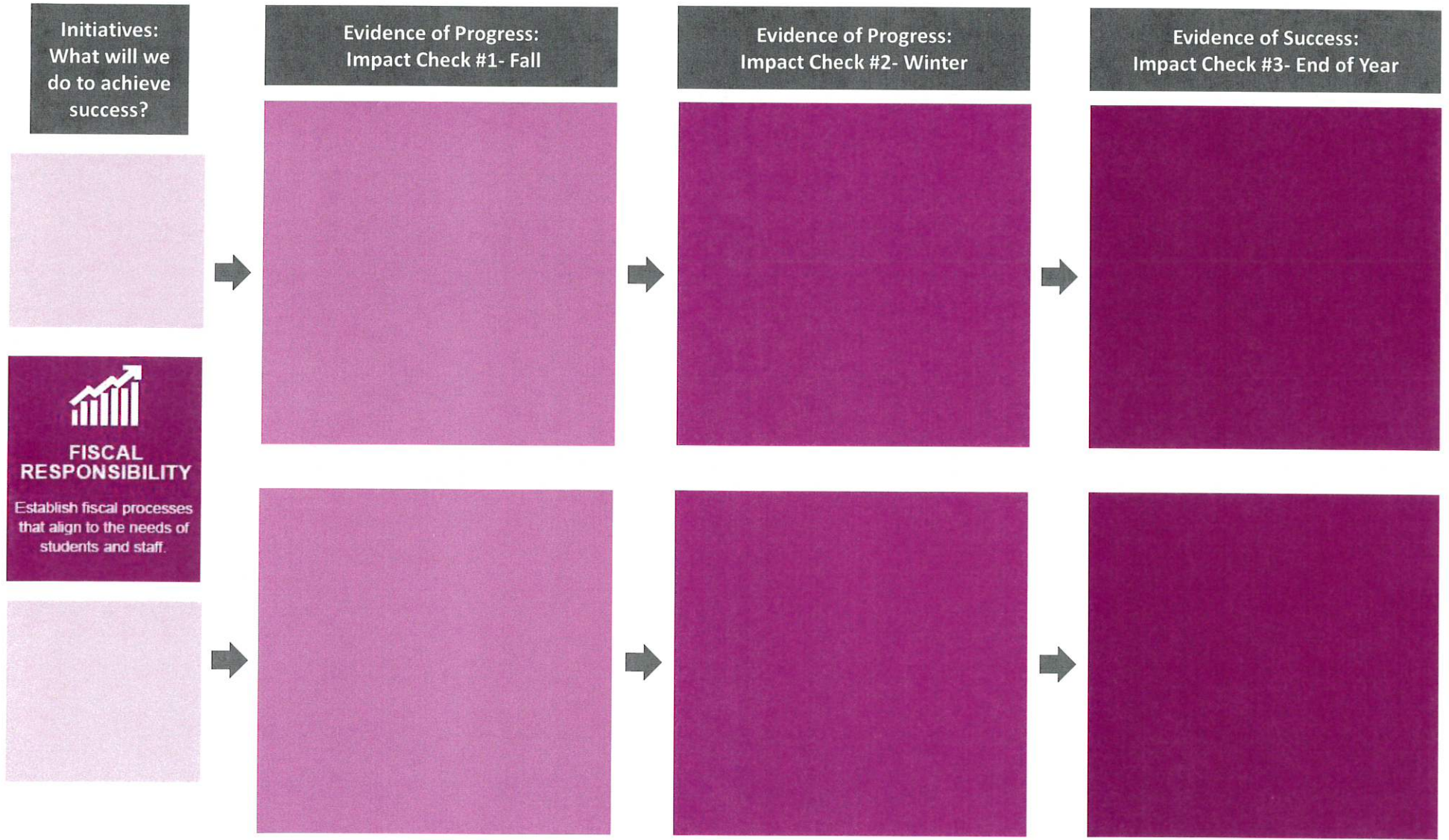
1. All stakeholders will be able to communicate expenditures through monthly meetings.
2. Review the return on investment with all expenditures made throughout the year.
3. SGT meeting minutes pertinent to budget allocations.

1. Analyze teacher and student usage of resources that were implemented on a quarterly basis.
2. Continually manage the fidelity of implementation of all purchases.

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

1. Resources need to be aligned with student growth and achievement outcomes in reading and math EOG and MAP.

1. Resources need to be aligned with student growth and achievement outcomes in reading and math EOG and MAP.



Charter Funding - Strategic Support

-SGT Request Form-

School: **Marietta Sixth Grade Academy**

Amount Requested: **\$33,318.00**

Date of SGT Approval/Vote¹: **10/11/2020**

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.

Through the strategic use of charter funds, MSGA would like to further provide on-going professional development in virtual teaching/learning, various online platforms, supportive technological devices that enhance virtual learning/teaching. In addition, MSGA seeks to refine the positive school culture and increase academic outcomes for all students in the areas of reading, ELA (English Language Arts), and Mathematics.

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?)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
New Teacher Facilitator PBIS School Climate Coach STEM/STEAM Coordinator	Student Achievement Human Resources	Improve school climate, provide teacher mentor to retain teachers, improve student academic outcomes	Maintain CCRPI five star climate rating	\$10,145
PBIS, Student Activities, Staff Covid items, Town Hall, Honors Das	Community Collaboration Human Resources	Establish a sense of community and positive climate	Maintain CCRPI five star climate rating	\$3173
Library Media Center – Literacy	Student Achievement	Increase literacy levels and writing outcomes for all students	Improve course passing rates and EOG/MAP outcomes	\$4,000
Dues and Fees Professional Organizations	Student Achievement	Ensure fidelity of implementation of established programs	Improve course passing rates and EOG/MAP outcomes	\$2,000
Extended Day Tutoring Program	Student Achievement	Improve learning outcomes for at-risk students	Improve course passing rates and EOG/MAP outcomes	\$7,500
Supplies – Technology Related	Student Achievement Community Collaboration	Improve learning outcomes for all students	Improve course passing rates and EOG/MAP outcomes	\$5,000
Expendable Equipment<\$5,000	Community Collaboration	Improve parent engagement and involvement	Maintain CCRPI five star climate rating	\$1,500

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

Evaluation/RO³: 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.

SGT Chair Signature

Principal Signature

Superintendent (or Designee) Signature

Date

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.