

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



School Improvement Plan

School
Name

Marietta Center for Advanced Academics

School
Year

2022-2023

Members



Dr. Tricia Patterson, Principal

Mrs. Ayana Oden, Assistant Principal

Mrs. Lindsay McDaniel, Instructional Coach

Ms. Stella Kilpatrick, MILE & SGT

Mrs. Kat Rivers, Specialists

Mrs. Katy Phillips, Support Staff

Mrs. Jenny Williams, Fifth Grade

Mrs. Maria Nelson, Fourth Grade

Mrs. Bree Mavity, Third Grade

MCAA SGT Members

Dr. Tricia Patterson, Principal

Beth Lloyd, Parent Elect

Jessica Bergeron, Parent Elect

MCAA SGT Members (Cont.)

Angie Lowe, Parent Appointed

Stella Kilpatrick, Teacher Elect

Bree Mavity, Teacher Elect

Needs Assessment



The MCAA Leadership Team conducted a SWOT analysis to determine strengths, weaknesses, opportunities, and threats at MCAA. The data was used as a Needs Assessment for the areas included in our school improvement plan and the below were determined after a series of strategic planning days:

Student Achievement: As MCAA monitors the progress of students throughout the year, we will use formative assessments, classwork, summative assessments, and, ultimately, MAP and Milestones scores to monitor growth of all students. On the Milestones assessment, we will increase the number of students who score a level four on ELA by 8% and Math by 5%. We will also reduce the number of students who score a level one or two by 5% in both ELA and Math. On the MAP assessment, we will explore ways to monitor the conditional growth of students in reading and math in grades 3-5.

Human Resources: As MCAA supports the staff with accelerating students and building capacity within the staff to do so, the school will provide professional learning, schedule adjustments, personnel changes, and collaborative opportunities. Upon reviewing input from the leadership team and other staff members, specific morale-building activities will be continued and implemented throughout the school-year. In addition, in an effort to provide intentional and meaningful professional learning, that will enhance the learning environment for students *and* support instructional needs, we will focus on using formative assessment to guide instruction, a re-structured approach to academic coaching, and implement Arts Now curriculum. Administration will monitor the effectiveness of this implementation through TKES and an analysis of lesson plans, assessment results, and weekly PLC meetings. Social-emotional support will be addressed through student and staff centered activities.

Community & Collaboration: MCAA will continue to foster relationship with current flagship partners that support our STEAM initiatives and School Improvement Plan. In addition, we will look to develop strategic and intentional partnerships with Art-focused community and national businesses and organizations. The school will work to increase volunteer opportunities through the PTSA by allowing their focus to be on more school events. In an effort to involve parents in their child's education and build collaborative relationships between the staff and parents, MCAA will continue to hold monthly Coffee Talks, led by the counselor. In addition, administration and committees will host "Parent University" sessions to learn important information about school programs and resources. Teacher-parent-student conferences will be continued this year to increase positive relationships with parents and share in the development of their child's education.

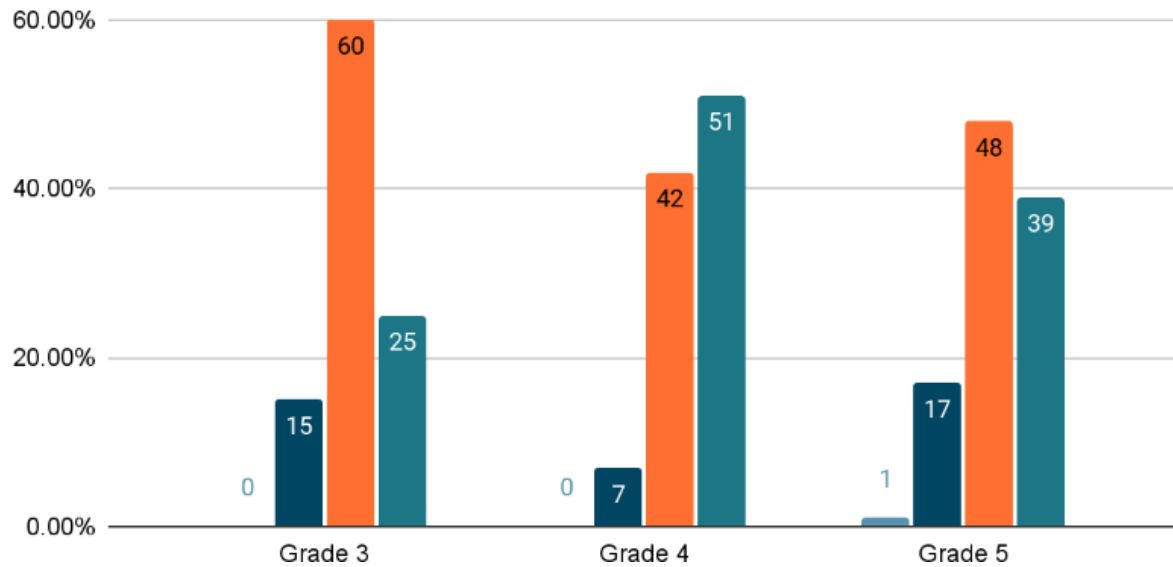
Fiscal Responsibility: As MCAA focuses on using funds from Consolidated and Charter to supplement curriculum and instruction, administration will work to support student achievement goals, STEAM initiatives, and innovative practices and opportunities with the funds. MCAA administration will be transparent with fund usage and involve the school staff and SGT in funding decisions when appropriate. MCAA is fortunate to have a Foundation and PTSA that will support all students and staff through monies raised in their fundraising efforts.

GA Milestones Proficiency Levels

Spring 2022

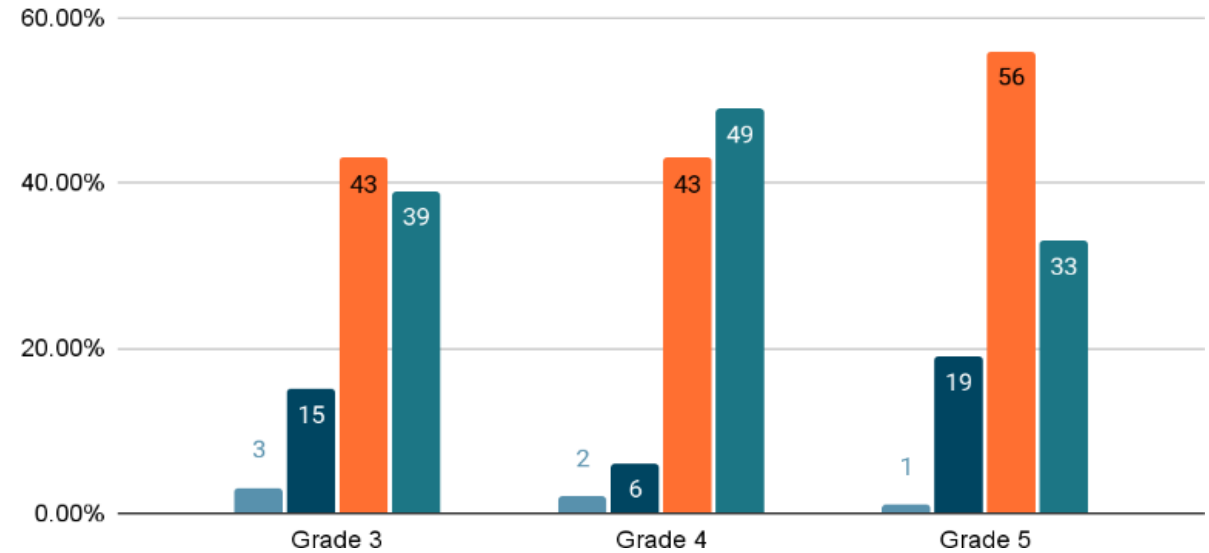
Math

Level 1 Level 2 Level 3 Level 4



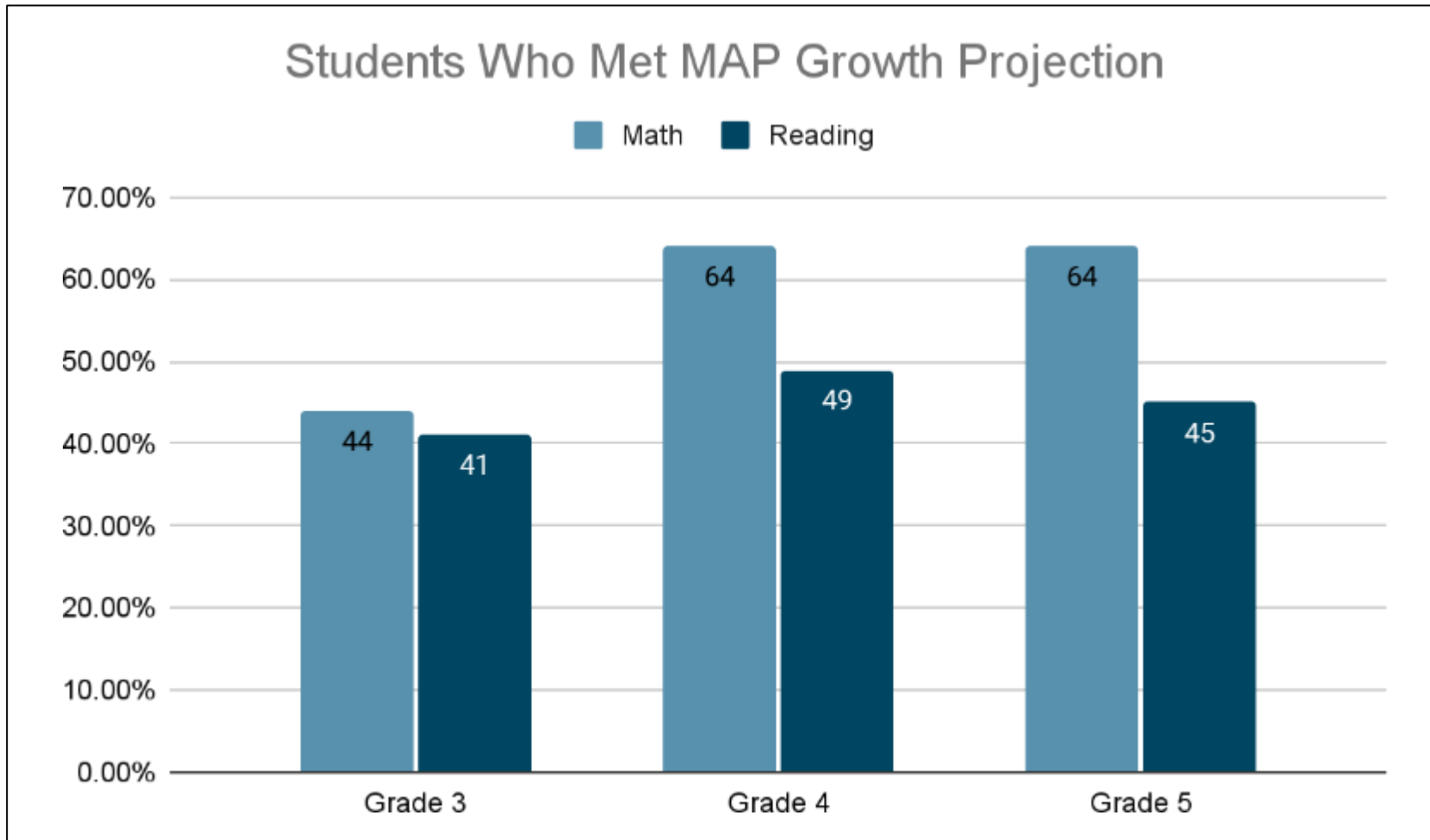
ELA

Level 1 Level 2 Level 3 Level 4



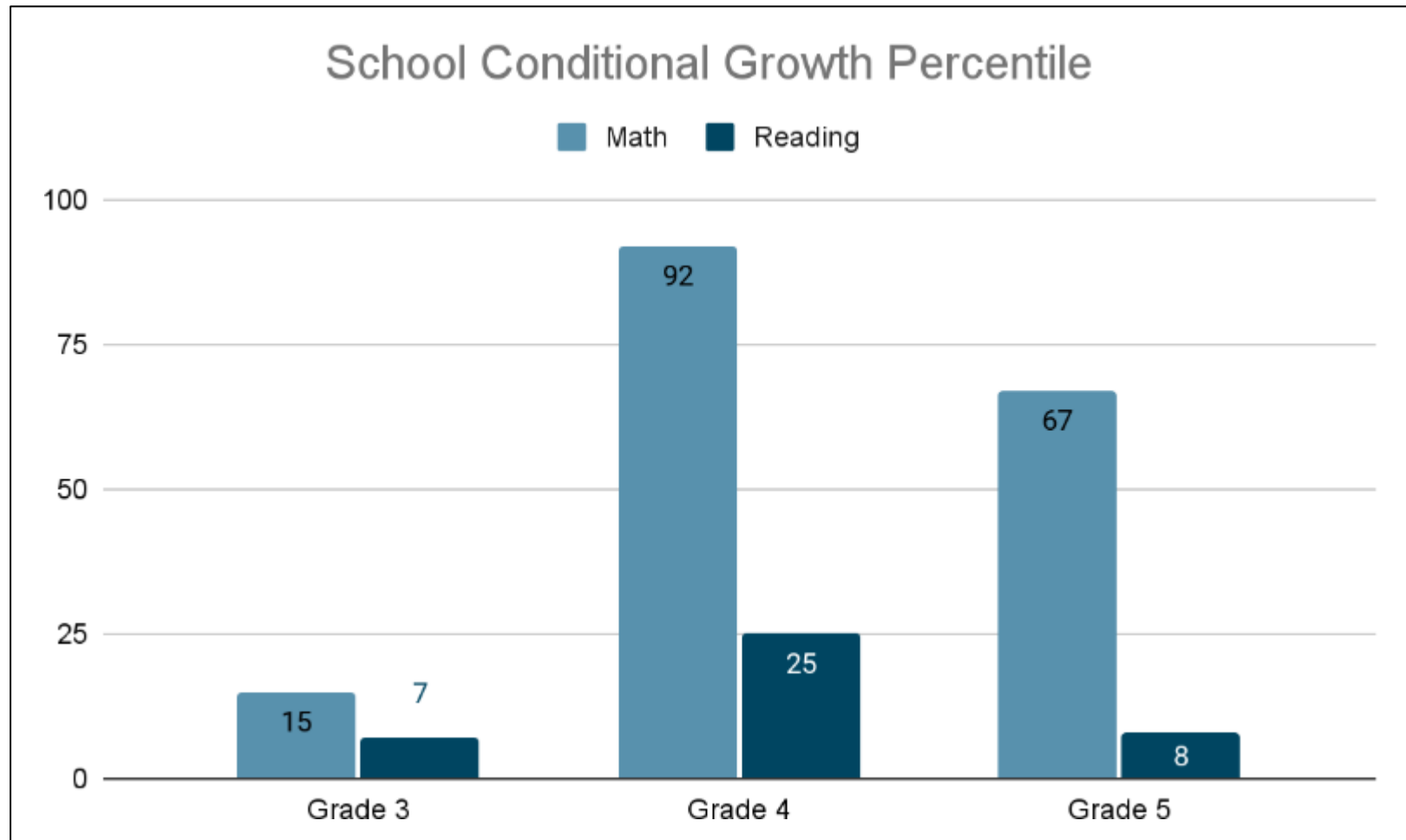
MAP Growth

Fall 2021 – Spring 2022



MAP Growth

Fall 2021 – Spring 2022




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)

In ELA and Reading: Increase the overall number of students who score a level four on Milestones by 8%. Decrease the overall number of students who score a level 1 or 2 by 5%. Explore ways to monitor the conditional growth of students in reading on MAP.

In Math: Increase the overall number of students who score a level four on Milestones by 5%. Decrease the overall number of students who score a level 1 or 2 by 5%. Explore ways to monitor the conditional growth of students in reading on MAP.

Provide professional support throughout the year with professional learning targeted to improve the learning environment for students, support instructional needs of teachers, and focus on using assessment to guide instruction.

Provide spaces and events that build staff morale and collaboration. Engage all staff in supporting school initiatives and student achievement.

Collaborate with Flagship Partners and new Arts-focused relationships that will support MCAA's school improvement plan, STEAM and Arts Now initiatives.

Increase volunteer opportunities through the PTSA and SGT.

Re-establish events that promote school-wide participation and community relationship building; Involve and educate parents through Coffee Talks and Parent Universities; Hold teacher-student-parent conferences.

Use funds from Consolidated and Charter to supplement curriculum and instruction to support student achievement goals, STEAM and Arts Now initiatives, and innovative practices.

Communicate with transparency about fund usage and involve the school staff and SGT in funding decisions when appropriate. Use PTSA and Foundation funds in a manner that impacts all students and staff.

Initiatives: What will we do to achieve success?

Analyze formative assessments, classwork, summative assessments and MAP scores throughout the year; implement strategies for targeted students.

Analyze formative assessments, classwork, summative assessments and MAP scores throughout the year; implement strategies for targeted students.

Design and implement an intentional professional learning plan for all staff; professional learning calendar that is intentional; create a list of specific students to focus on for academic improvement.

Provide support to staff, team building activities, and monthly activities for ALL staff to participate in; add Arts Now initiatives; committees will present to parents during Parent University.

Administration will work collaboratively with the SGT to make decisions on the intent and purpose of the overall mission and vision of the school; create volunteer opportunities through PTSA.

Collect and analyze Coffee Talk feedback; hold monthly Parent University informational sessions; attend PTSA and SGT meetings and events; communicate through the Principal Message; analyze survey feedback..

Make intentional decisions for student engagement when requesting or using funds monitor local funds monthly.

Align monetary spending with the SIP.

Make intentional decisions for student engagement when requesting or using funds monitor local funds monthly.

Align monetary spending with the SIP

Initiatives: What will we do to achieve success?

In ELA and Reading: Increase the overall number of students who score a level four on Milestones by 8%. Decrease the overall number of students who score a level 1 or 2 by 5%. Explore ways to monitor the conditional growth of students in reading on MAP.



STUDENT ACHIEVEMENT

Prepare every student for college and career success.

In Math: Increase the overall number of students who score a level four on Milestones by 5%. Decrease the overall number of students who score a level 1 or 2 by 5%. Explore ways to monitor the conditional growth of students in reading on MAP.

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

All students at MCAA: Analyze formative assessments, classwork, summative assessments and MAP scores throughout the year; implement strategies for targeted students.

Identified Advanced Content Students in Reading and Writing: Accelerated curriculum and appropriate assessments for flexible groups; schedule changes.

All students at MCAA: Analyze formative assessments, classwork, summative assessments and MAP scores throughout the year; implement strategies for targeted students.

Identified Advanced Content Students in Math: Accelerated curriculum and appropriate assessments for flexible groups; schedule changes.

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

Fall & Winter: Analysis of MAP scores and additional assessments given.

On-going: Teachers will collect data in the form of classroom grades, unit exams, and formative observations to decide on needed differentiation within the standards being taught.

Administration will check grades bi-weekly, on progress reports and report cards. Discussions on best practices and authentic assessment will be on-going through the TKES (or local) process.

Fall & Winter: Analysis of MAP scores

On-going: Teachers will collect data in the form of classroom grades, unit exams, and formative observations to decide on needed differentiation within the standards being taught.

Administration will check grades bi-weekly, on progress reports and report cards. Discussions on best practices and authentic assessment will be on-going through the TKES (or local) process.

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

Small groups will be differentiated based on the analysis of MAP data, additional assessments, formative, and summative assessments.

Grades will reflect opportunity for mastery and work completion.

Teacher TKES or School-Level goals will reflect identified student groups to increase achievement and growth on MAP.

Small groups will be differentiated based on the analysis on the MAP data, additional assessments, formative, and summative assessments.

Grades will reflect opportunity for mastery and work completion.

Teacher TKES or School-Level goals will reflect identified student groups to increase achievement and growth on MAP.





Initiatives:
What will we do to achieve success?

Use funds from Consolidated and Charter to supplement curriculum and instruction to support student achievement goals, STEAM and Arts Now initiatives, and innovative practices.



Communicate with transparency about fund usage and involve the school staff and SGT in funding decisions when appropriate. Use PTSA and Foundation funds in a manner that impacts all students and staff.

Evidence of PCritical actions: What major actions will we complete and by when (student groups)?

Make intentional decisions for student engagement when requesting or using funds.

Monitor local funds monthly.

Support staff development/training to support the school vision and intent.

Use of supplemental funds for staff appreciation and recognition.

Use consolidated and charter funds to pay for: Instructional support, staff development STEAM and Arts supplies, and technology advancements.

Make intentional decisions for student engagement when requesting or using all funds.

Monitor local funds monthly.

Support staff development/training to support the school vision and intent.

Use of supplemental funds for staff appreciation and recognition.

Use consolidated and charter funds to pay for: Instructional support, staff development, STEAM and Arts supplies, and technology advancements.

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

On-going: Instructional support funding will be spent as needed throughout the school year; staff development funds will be used when needed or requested; supplies will be ordered to align with curriculum needs; staff will be recognized often.

On-going: Students will participate field trips and supplemental lessons with available resources.

On-going: Staff will attend conferences, trainings, and local staff development based on curriculum and instruction needs.

August/January/May: MAP Scores

May: Milestones Scores

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

All students will be offered supplements and enrichments to the instruction and learning experience at MCAA.

Teachers will enhance their teaching skills through the staff development they participate in.

Staff will be recognized often using supplemental funding.

The budget will be balanced.

All students will be offered supplemental materials and field trips to the instruction and learning experience at MCAA.

Teachers will enhance their teaching skills through the staff development they participate in.

Staff will be recognized often using supplemental funding.

The budget will be balanced.

Charter Funding - Strategic Support -SGT Request Form-

School: **Marietta Center for Advanced Academics**

Amount Requested: **\$29, 763.00**

Date of SGT Approval/Vote¹:

September, 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.

The Charter funds will be used to supplement curriculum and instruction to specifically address student achievement goals, Arts Now, and STEAM.

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 ²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Professional Learning (conferences, travel, expenses), including House Challenge venues and experiences STEAM Supplies, Arts Now supplies field trips, and Technology/Digital Learning Equipment.	Fiscal Responsibility, Student Achievement, Human Capital & Development.	Increased professional knowledge and experiences; data to drive instruction in reading and math; completed STEAM challenges; Art integration; access to extended learning opportunities through field trips.	Improved math and reading skills; skills and achievement; increased reading and math achievement; professional growth; Arts and STEAM challenge enhancements; access to extended learning opportunities for all students.	\$29, 763.00

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

Evaluation/ROI: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

10% of MCAA Free & Reduced Lunch (FRL) students will move into a higher quintile in math and reading on the MAP assessments. 60% of all students will meet their projected MAP growth in math and reading. STEAM initiatives will improve based on number of challenges students participate on with one another.

Beth M. Lloyd

SGT Chair Signature

D. Walter

Principal Signature

[Signature]

Superintendent (or Designee) Signature

11/1/2022

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.