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



School Improvement Plan



Marietta Center for Advanced Academics



2022-2023

Members

Dr. Tricia Patterson, Principal

Mrs. Ayana Oden, Assistant Principal

Mrs. Lindsay McDaniel, Instructional Coach

Ms. Stella Kilpatrick, MILE & SGT SAND Mrs. Kat Rivers, Specialists ARVES Mrs. Katy Phillips, Support Staff Marietta
city schools

Mrs. Jenny Williams, Fifth Grade
Mrs. Maria Nelson, Fourth Grade
Mrs. Bree Mavity, Third Grade

MCAA SGT Members
Dr. Tricla Patterson, Principal
Beth Lloyd, Parent Elect Latter Flow
Jessica Bergeron, Parent Elect John

MCAA SGT Members (Cont.)

Angie Lowe, Parent Appointed Cont.)

Stella Kilpatrick, Teacher Elect Cont.

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:

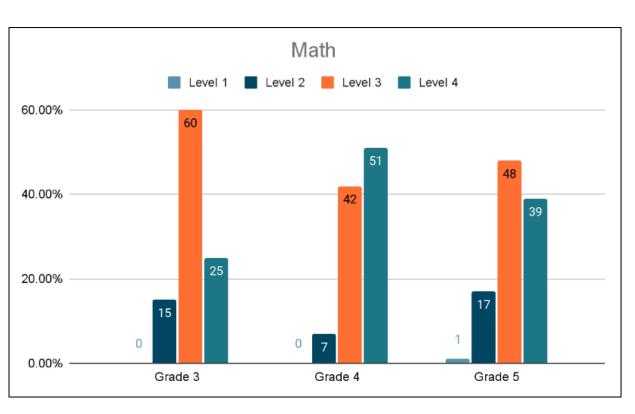
Student Achievement: As MCAA monitors the progress of students throughout the year, we will use formative assessments, classwork, summative assessments, and, ultimately, MAP and Milestones scores to monitor growth of all students. On the Milestones assessment, we will increase the number of students 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.

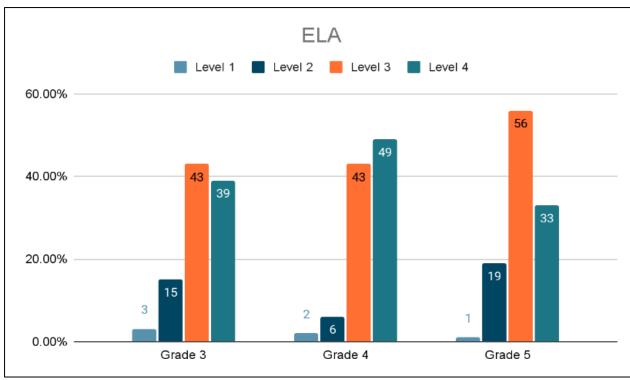
Human Resources: As MCAA supports the staff with accelerating students and building capacity within the staff to do so, the school will provide professional learning, schedule adjustments, personnel changes, and collaborative opportunities. Upon reviewing input from the leadership team and other staff 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 restructured 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.

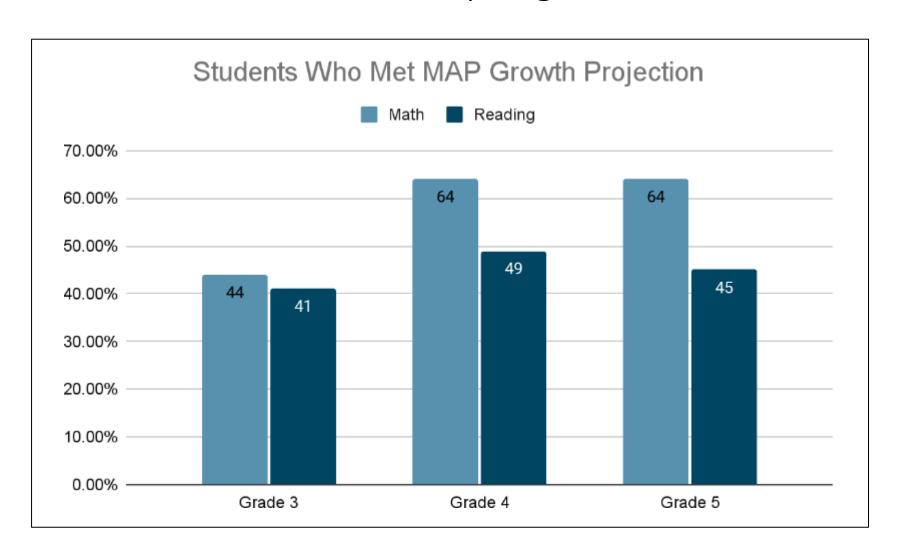
GA Milestones Proficiency Levels Spring 2022



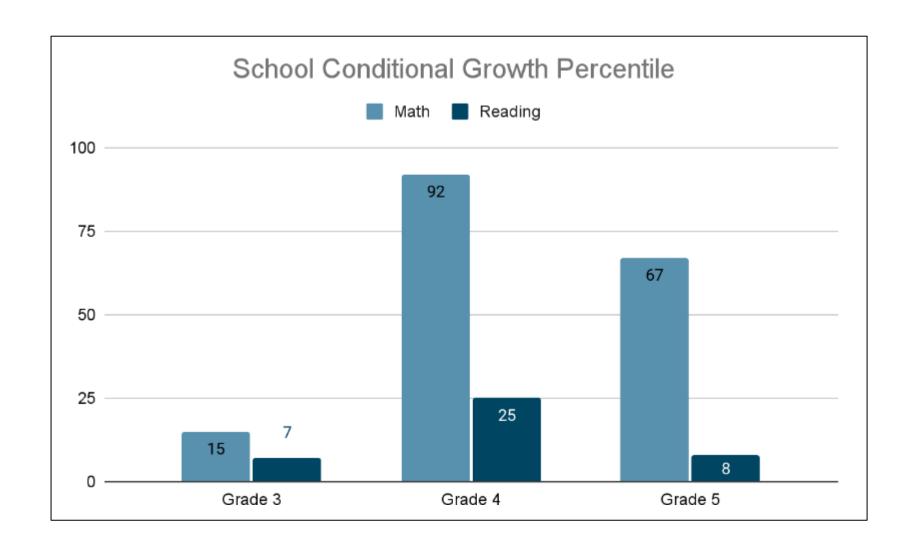


MAP Growth

Fall 2021 – Spring 2022



MAP Growth Fall 2021 – Spring 2022



Strategic Plan:





staff who meet the

district's diverse needs.

COMMUNITY COLLABORATION Increase community engagement across the district



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.

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.

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.

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

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

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

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 achieve success? do to We

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.

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.

survey feedback..

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

Align monetary spending with the SIP.

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

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.

Collect and analyze Coffee Talk feedback; Make intentional decisions for student hold monthly Parent University informational sessions; attend PTSA and SGT meetings and events; communicate through the Principal Message; analyze

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.



Prepare every student for college and career

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.



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.

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.



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.

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.

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.







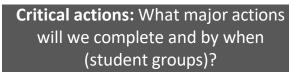






Initiatives: What will we do to achieve success?

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



Design and implement a professional learning calendar that is intentional and focused around Arts Now and STEAM development, talented and gifted instruction, and shared leadership opportunities through committees.

A list of specific students to focus on for academic improvement will be provided and monitored quarterly through PLC's and TKES.



Fall: Use TKES and academic coach preconferences to communicate what teachers want or need to establish goals for their professional growth. Identify targeted students to meet the SIP achievement goals.

Winter: Discuss progress with teachers during mid-year TKES and on-going academic coaching opportunities to determine next steps for training and development. Check on identified student data.

Spring: Determine next steps through discussion and level of teacher growth as reviewed during the TKES Summative conference.

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

MCAA will have an increased MAP and EOG growth as a product of teachers participating in planned, differentiated learning throughout the year.

Teacher collaboration and support within planning and training will lead to teachers working smarter, not harder.

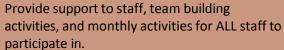
Teacher professional growth as seen through the goals set in TKES.



HUMAN RESOURCES

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

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



Continue the use of House Challenges to encourage staff support of one another and

Add components to STEAM challenges that enhance the Arts and exposes students to college and career readiness goals.

Allow committees to present to our parents and communities in areas of focus in an attempt for shared leadership.

Weekly: Participate in team meetings, professional learning, and PLC's.

Monthly: Committee meetings, including leadership, counseling, living things, STEAM Steering, technology, and Arts Now.

On-Going: Team building activities. Use of Meyers Briggs type inventory to strategically manage conversations and team interactions.

Increased commitment from staff will lead to a positive learning environment for all students.

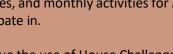
Increase in Climate Rating on CCRPI.

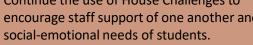
Staff will grow personally through activities.

Staff will get to know one another in a different manner to utilize strength and collaborate more efficiently.















Initiatives: What will we do to achieve success?

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.



Increase community engagement across the district.

Re-establish events that promote school-wide participation and community relationship building.

Involve and educate parents through Coffee Talks and Parent Universities.

Hold teacher-studentparent conferences.

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

Administration will work collaboratively with the SGT to make decisions on the intent and purpose of the overall mission and vision of the school.

Sustain partnership agreements and continue to recognize on-going collaboration and investment in one another.

Maintain a strong PTSA board that will support multiple committees, school activities, and volunteer opportunities.

Administration and identified school staff will participate in all PTSA and SGT activities.

Create relationships with Arts-focused groups or individuals.

Collect and analyze Coffee Talk feedback.

Hold monthly Parent University informational sessions on topics and resources parents need for student success.

Attend PTSA and SGT monthly meetings and events.

Communicate through the Wednesday Principal Message.

Analyze survey feedback from teacherstudent-parent conferences.

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

Monthly: SGT, PTSA, STEAM Committee & Partner meetings will be held consistently throughout the year; minutes for SGT will be posted.

On-going: Administration will meet with potential and current STEAM partners to work on strengthening and creating experiences for students.

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

Increased volunteer opportunity awareness for parents and guardians based on feedback and plans of the SGT, PTSA, STEAM Steering and Partner program.

Development of STEAM program and enrichment of the existing curriculum to include new and current Arts-focused and college/career development activities.

Weekly: Principal Weekly Message and newsletters.

Monthly: PTSA and SGT meetings; Coffee Talks and Parent University.

On-going: Communication and search for potential arts-related partners.

October: Feedback from teacher-studentparent conferences.

May: PTSA survey results.

Collaborative efforts will vary in response to meetings.

Students will be introduced to real-world application of STEAM and Arts components through partners and connections.

Parents will be more knowledgeable of the resources and tools available through the school.









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.



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

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.

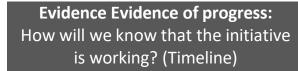
Make intentional decisions for student engagement when requesting or using all funds.

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.



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.

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.

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

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

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

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.

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.

SGT Chair Signature

Superintendent for Designed Signature

Principal Signature

3 SST approval of Charter Funding requests must be reflected in the SGT minutes.

tm. Flord

² All Enhanced Roles must be reflected in the HR process for 2019-2020.

I initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.