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



School Improvement Plan





Marietta Sixth Grade Academy

2024-25

Members



Keynun Campbell, Principal

Tamara Edwards, SIS/MYP Coordinator,
SGT Certified Staff Member

Aaron Avera, Assistant Principal

Sandreka Brown, Instructional Coach

Savana Rithmire, Gifted Liaison, STEAM Coordinator

Miriam White, Assistant Principal

Eric Williams, Assistant Principal

Tootie Berniard, Secretary to Principal/Registrar, Program Supports

Karen Brogan, SS PLC Lead, New Teacher

Facilitator

Carrie Anderson, Fine Arts PLC Lead

Members



Teresa Winters, 6-5 Team Leader

Theou Wenters

Morgan Woods, TSS Mood

Jasmine Beck, ESOL PLC Lead

Beth Lloyd, SGT Parent

Aniyah Brown, Instructional Coach

Darrell Salamon 6-6 Team Leader

Mia Henderson, Sped PLC Lead

Tye Barnett, SGT Community Member

Amanda Galloway, SGI Parent

Kelsey Lee, Science of Reading Coordinator

Members



Amy Thompson Science PLC Lead Www From

Greg Boughton, AS Math PLC Lead

Ja'Net Lowe, ELA PLC Lead

Kelvin Knight, 6-2 Team Leader

Tiffany Samimi, 6-4 Team Leader

Rhonda Ware, Math PLC Lead

Katelyn Waples, AS ELA PLC Lead, SGT

Katuly Waples Teacher

Joe Fitts, 6-1 Team Leader

Amy Miller, 6-3 Team Leader

Josh Waters, SGT Teacher Member

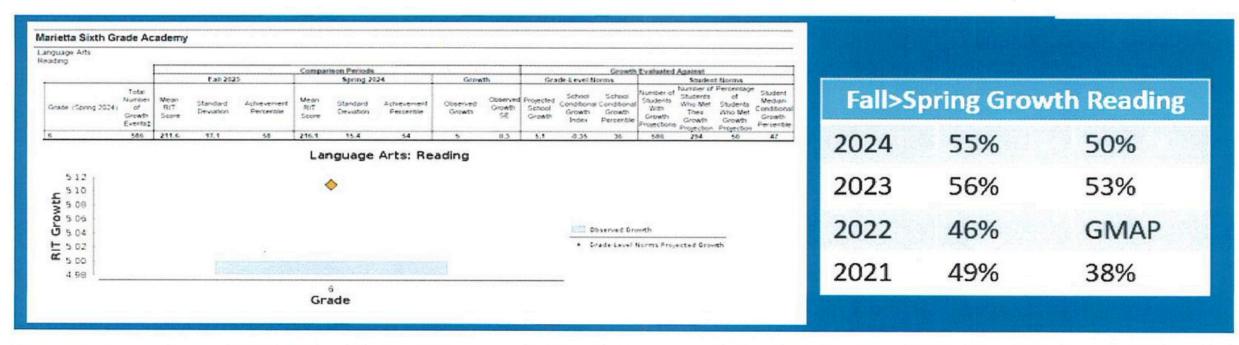
Needs Assessment

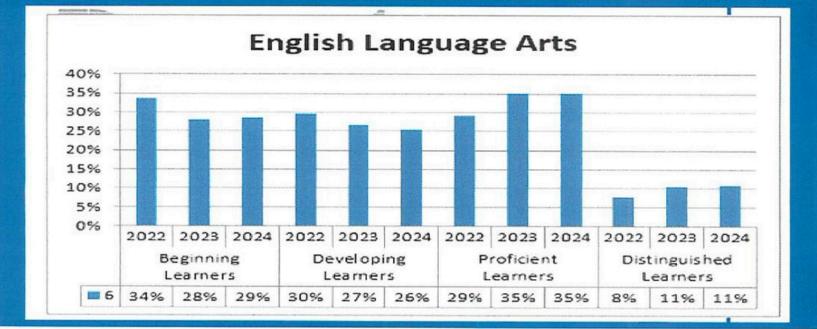


- 90% passing rate in core content classes
- Growth in MAP (Measures of Academic Progress) for all students
- Reduce achievement gap among subgroups
- Increase the number of Proficient & Distinguished Learners on the EOG in Math and ELA
- Reduce the number of Beginning Learners on the EOG
- Improve parent involvement and community collaboration to support student outcomes.
- Improve and support IB continuum throughout district

Needs Assessment – ELA/Reading

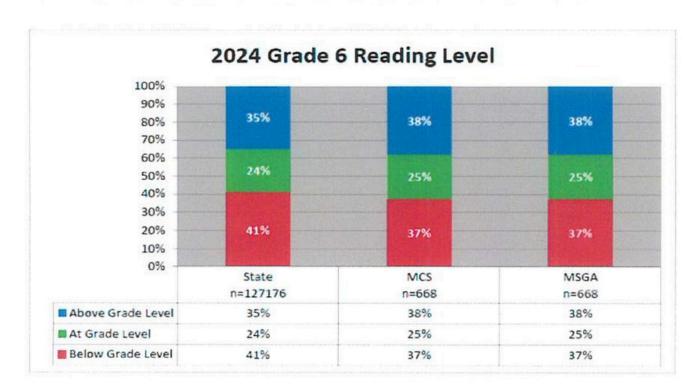




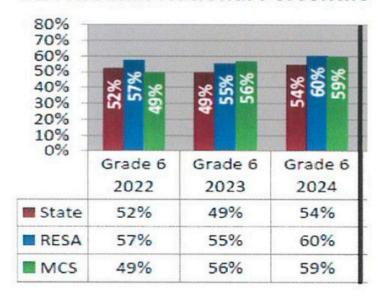


D	istinguished
2024	46%
2023	46%
2022	37%

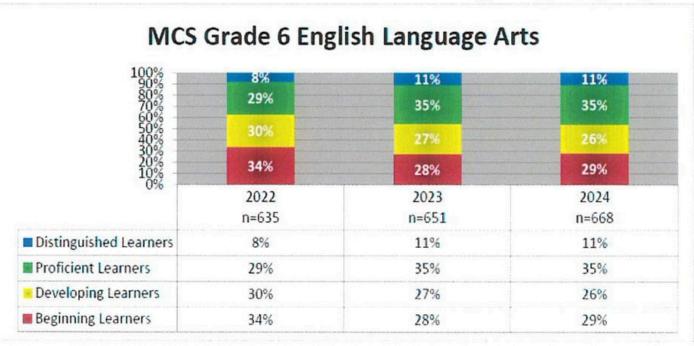
Needs Assessment

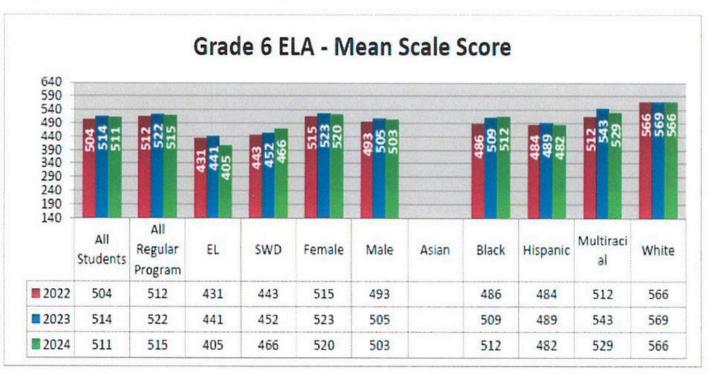


ELA Median National Percentile

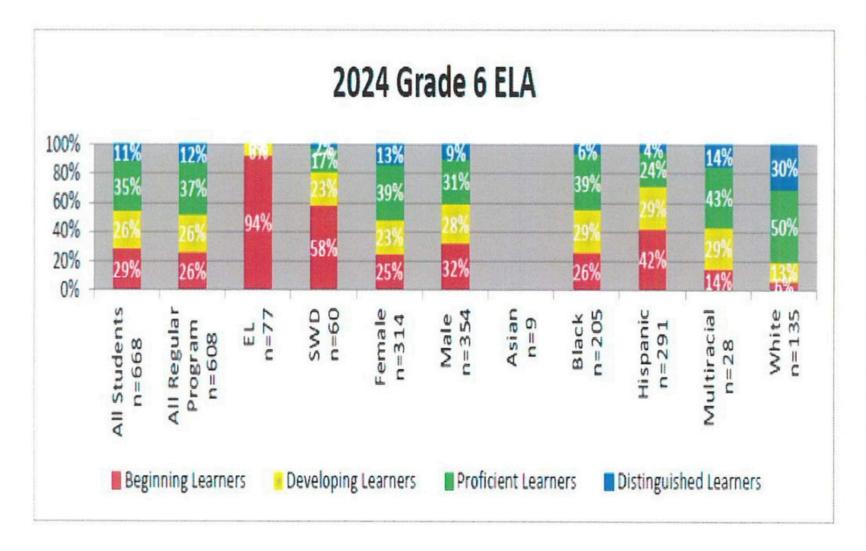




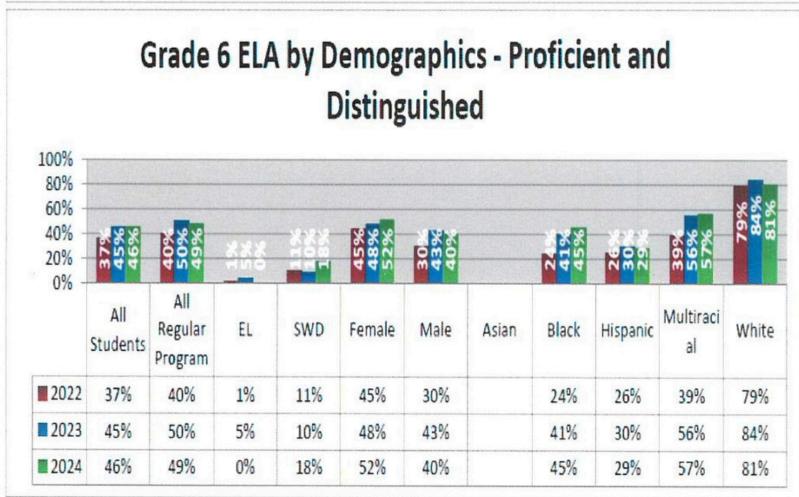




Needs Assessment







Needs Assessment -



Spring to Spring Growth Reading Map SY24

2024

52%

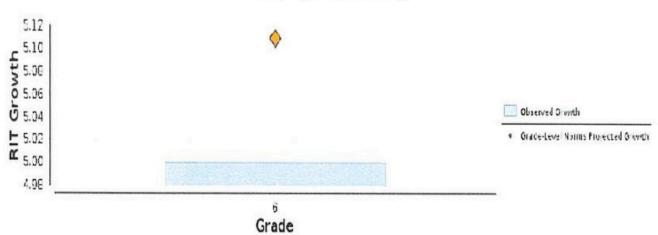
2023

58%

nguage Arts: acing																
					Compa	rison Periods						Growth	Evaluated.	Against		
			Spring 20	23		Spring 20	124	Grow	th	Gra	de-Level N	omis		Studen	t Norms	
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School	School Conditional Growth	Students With Growth	Number of Students Who Met Ther Growth Projection	Percentage of Students Who Met Growth Projection	Median Condition Growth
PK	0	н			n			Ħ					Ħ			
KK	12	134.5	9.3		151.4	6.0	37	17	26				0			
1	489	157.7	13.3	81	1752	15.5	72	18	0.4	17.2	0.11	55	489	283	58	54
2	516	172.1	16.3	54	187.1	17.0	58	15	0.5	13.9	0.44	67	516	305	59	58
3	534	185.9	16.3	52	199.5	15.6	63	14	0.4	11.3	1,11	87	534	341	64	63
4	503	201.4	16.8	72	209.6	16.3	75	8	0.3	7.2	0.56	71	503	303	60	59
5	541	205.8	17.9	55	212.0	16.5	56	6	0.4	6.3	-0.04	48	541	285	53	50
6	528	212.3	17.0	57	216.6	14.8	57	4	0.3	4.4	-0.03	49	528	277	52	52
7	531	216.5	16.1	57	218.7	15.4	52	2	0,4	42	-1.38	8	531	226	43	39
8	496	216.8	18.2	41	220.8	16.1	46	4	0.4	43	-0.14	45	496	245	49	48
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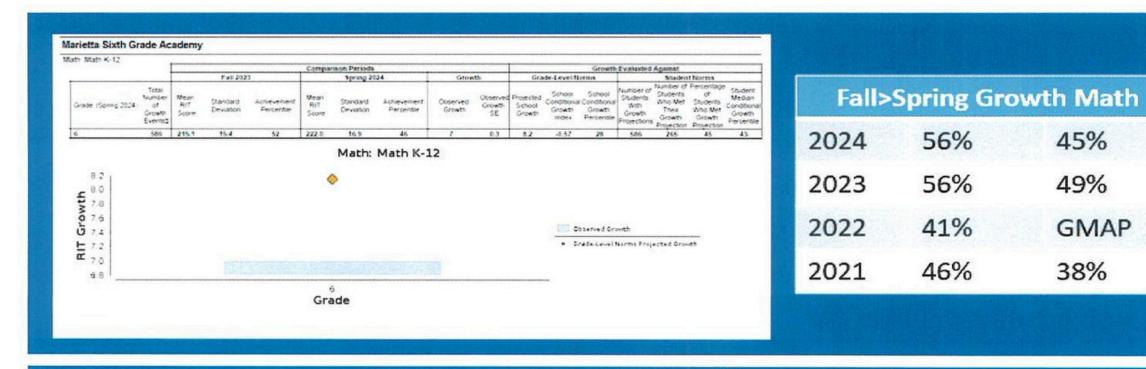
larietta Sixth Grad	le Ac	ademy														
anguage Arts: leading								\$								
					Compar	ison Periods						Growth	Evaluated.	Against		
			Fall 202	3		Spring 20	24	Grow	th	Gra	de-Level No	xms		Student	t Norms	
Grade (Spring 2024) Gr	Total umber of rowth vents‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	Conditional Growth	Students With Growth	Students Who Met Ther Growth	Percentage of Students Who Met Growth Projection	Student Median Condition Growth Percenti
6	586	211.6	17.1	58	216.1	15.4	54	5	0.3	5.1	-0.35	36	586	294	50	47

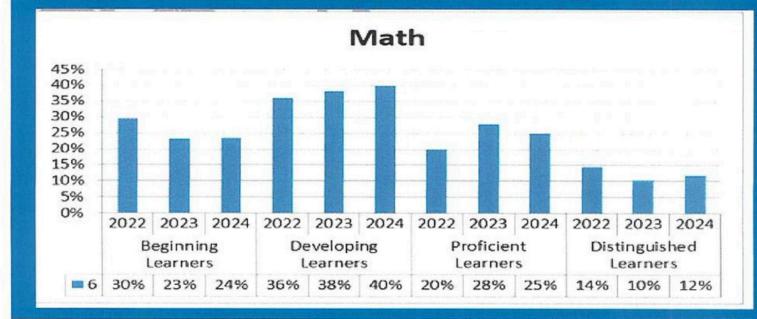
Language Arts: Reading



Needs Assessment - Math

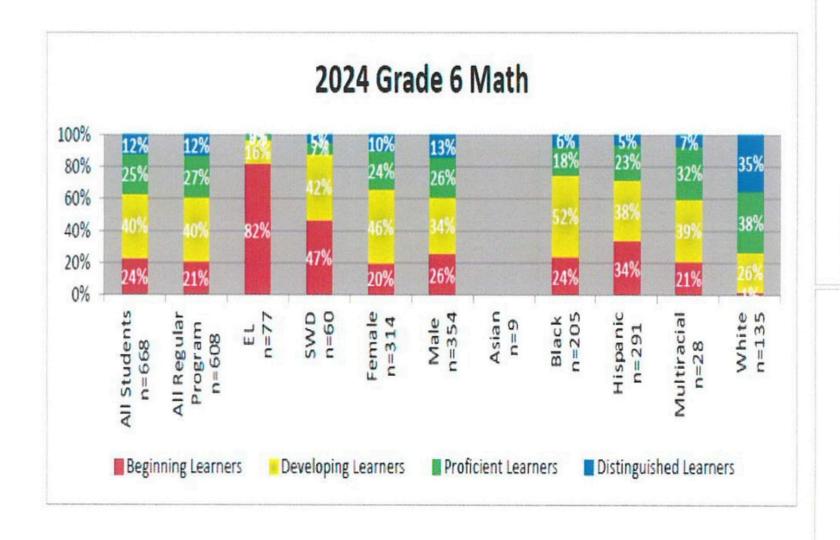






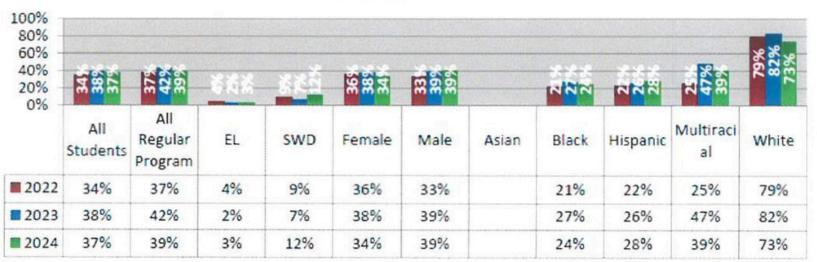
	Nath Proficient of istinguished	C.
2024	37%	
2023	38%	
2022	34%	

Needs Assessment

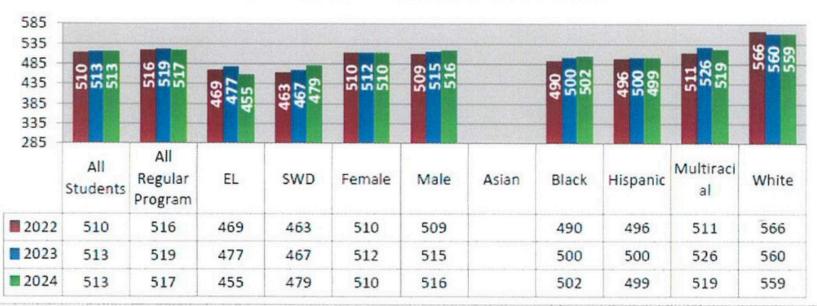




Grade 6 Math by Demographics - Proficient and Distinguished



Grade 6 Math - Mean Scale Score



Strategic Plan:



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

Initiatives: What will we do to achieve



Literacy At least 53% of 6th grade students taking the Fall 2024 Reading MAP will make growth from Fall to Winter to Spring Map.

At least 50% of 6th Grade students taking the Georgia Milestones 2025 will perform at the Proficient or Distinguished level.

Literacy Framework

*Implementation of Expeditionary Learning curriculum that utilizes researched based strategies to address the needs of all students. Implementation of Science of Reading components across the 6th grade.

*Exploring texts through the lens of change which is the unifying theme for middle grades ELA. Analyze literature through the six IB Global Contexts and explore development of characters and how they persuaded change.

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

School Climate At least 80% of 6th grade students will be eligible to participate in PBIS events through earned points from PBIS Rewards.

Professional Development:

Quality professional development opportunities provided throughout the school year focused on differentiation, social emotional learning, school climate/morale, classroom management, and Tier 1 instruction. Focus on PBIS re-implementation and the use of PBIS rewards.

COMMUNITY COLLABORATION Increase community engagement across the district.

Parent Engagement

MSGA will continue to build partnerships with parents by offering Side by Side workshops and additional support offerings throughout the school year.

Community Engagement:

MSGA will continue to utilize social media presence, LMS Schoology, Mid-Week Newsletter, and partner with various community businesses/colleges.

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.

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

Budget:

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

Financial Alignment:

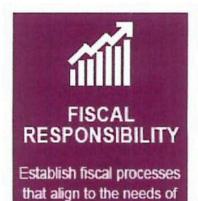
MSGA will implement proactive measures to align fiscal resources to student priorities monitored through bi-monthly budget meetings.

Strategic Plan:









students and staff.

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

Initiatives: What will

we do to achieve

success?

Math

At least 50% of 6th grade students taking the Fall 2024 Math MAP will make growth from Fall to Winter to **Spring Map**

EOG Math

Math

*Implementation of Learning Plans that align with GA Math 6 Standards. Continue to utilize researched based strategies to address the individual needs of all students.

At least 50% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level

At least 50% of 6th Grade students taking the Georgia Milestones 2025 will perform at the Proficient or Distinguished level.



Prepare every student for college and career success.

Literacy
At least 53% of 6th grade
students taking the Fall
2024 Reading MAP will
make growth from Fall to
Winter to Spring Map.

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

- Implementation of Science of Reading components (oral language, morphology, comprehension, vocabulary, phonics, phonemic awareness, and fluency).
- 2. In PLC's, teachers will review
 - "What do we want students to know and be able to do?
 - How will we know if they've learned it or know it?
 - How will we respond if/when students DO Not know/learn?
 - How will we respond if/when students DO know learn?
- 3. Implementation of Expeditionary Learning provided for on-level students
- EL Sheltered model implementation using Inside Fundamentals Vol. 1 and Wells curriculum during ELA/Reading block.
- Professional learning communities will target improvement in CIAT (curriculum, instruction, assessment, and technology) using evidencebased practices.
- Implementation of Rewards/95% or Word/Read180 for students identified through every other day reading connections..
- 7. Continued focus on interdisciplinary project based learning that provides students the opportunity to deepen their thinking and make real world connections. (IB MYP, Design, STEAM)
- 8. Provide **EdPuzzle** and **BrainPop** to support the implementation of small groups and rotations during instruction.
- Provide monthly Student Work Time/Study
 Hall to support students with missing work/assignments/tests.
- 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)

- Advanced Studies common formative/summative assessments reviewed during regular PLC meetings.
- 2. Expeditionary Learning common formative/summative assessments reviewed during regular PLC meetings.
- Coaches and coordinators will provide walkthrough data to admin, PLC and teachers.
- 4. Rewards/95% or Word/Read180 and ReadingPlus teachers will monitor progress through Science of Reading Cubed3 assessment throughout the year.
- MAP Reading -increased number of students meeting expected growth Fall>Winter>Spring.
- Teachers implement interdisciplinary tasks throughout school year to make real world connections (IB MYP, Design).
- Monitor attendance, academic performance, and office referrals through monthly team meetings and MTSS meetings.

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

- The percentage of students making growth on the Measures of Academic Progress (MAP) will increase from fall >winter>spring.
- An increased number of students from subgroups will make growth on MAP Reading Assessment.
- The number of students scoring Beginning on EOGs will decrease.
- The number of students scoring Proficient and Distinguished will increase on EOG.
- The number of English Language Learners moving one band on the ACCESS assessment will increase.
- There will be a decrease in the achievement gap between Black, Hispanics, and White students.
- Increase the percent of students in subgroups demonstrating growth on the MAP Reading Assessment.











EOG Math
At least 50% of 6th grade
students taking the
Georgia Milestones will
perform at the Proficient
or Distinguished level



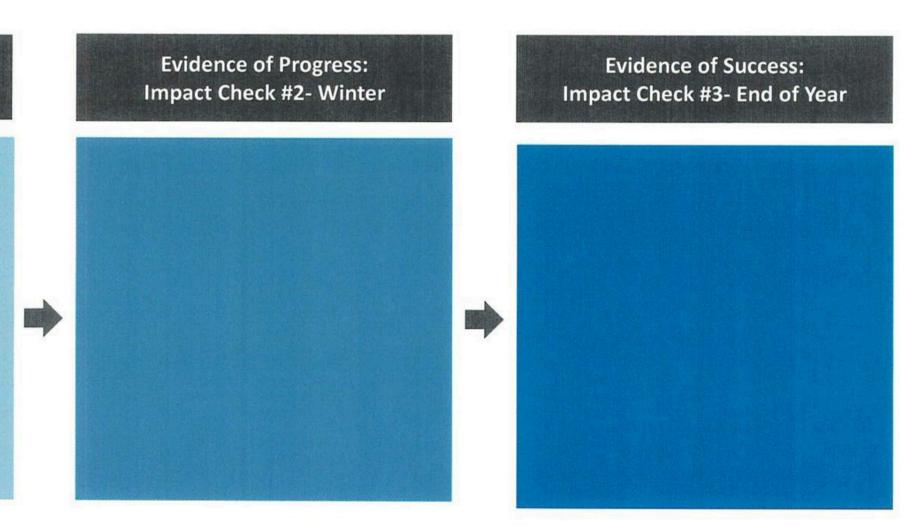
Prepare every student for college and career success.

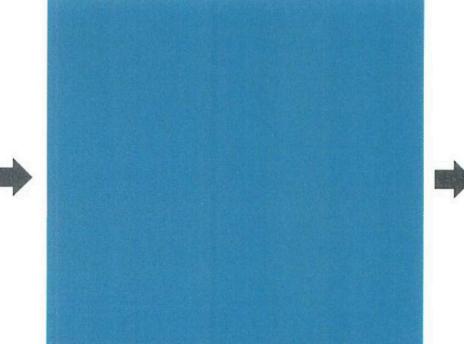
Math
At least 60% of 6th grade
students taking the Fall
2023 Math MAP will
make growth from Fall to
Winter to Spring Map.

Evidence of Progress: Impact Check #1- Fall

Advanced Studies implementation

- Implementation of Honors ELA will include use of William and Mary Center for Gifted Education resource focusing on persuasive and reflective skills that will be evident in learning experiences.
- Implementation of Honors Science to carry out experimental design research into a Capstone Project to innovate a solution to a real-world problem anchored in STEAM and IB MYP that has a local and global impact.
- 3. Implementation of Honors Social Studies focuses on World Area Studies by investigating geography, history, government and economics. Learning experiences will include inquiry and cooperative projects.









EOG Math
At least 50% of 6th grade
students taking the 2025
Georgia Milestones will
perform at the Proficient
or Distinguished level



STUDENT ACHIEVEMENT

Prepare every student for college and career success.

Math
At least 50% of 6th grade
students taking the Fall
2025 Math MAP will
make growth from Fall to
Winter to Spring Map.

Evidence of Progress: Impact Check #1- Fall

- 1. Continued implementation of Georgia Math Standards K-12.
- 2. In PLC's, teachers will review
 - "What do we want students to know and be able to do?
 - How will we know if they've learned it or know it?
 - How will we respond if/when students DO Not know/learn?
 - How will we respond if/when students DO know learn?
- Continued implementation of Savvas currriculum provided for all students.
- Implementation of enhanced common learning experiences including robust tasks for Advanced Studies students.
- Continued implementation of Symphony
 Math/Ascend for students identified through
 everyday, every other day math connections,
 and English Language Learners.
- Professional learning communities will target improvement in CIAT (curriculum, instruction, assessment, and technology) using evidencebased practices.
- Implementation of common formative/summative assessments used to drive instruction in math.
- Professional learning provided in technology, instructional strategies, and differentiation to meet the needs of individual students.
- Continued focus on interdisciplinary project based learning that provides students the opportunity to deepen their thinking and make real world connections. (IB MYP, Design, STEAM)
- Provide monthly Student Work Time/Study Hall to support students with missing work/assignments/tests.
- 11. Provide EL Sheltered instruction for students new to the country or scoring below 3 on ACCESS assessments.

Evidence of Progress: Impact Check #2- Winter

- Coaches will provide walkthrough observation data and follow-up professional learning on a monthly basis .
- 2. MAP Math Assessments increased number of students making growth from Fall>Winter>Spring
- Symphony Math/Ascend teachers will monitor students meeting objectives.
- Teachers implement interdisciplinary tasks throughout school year to make real world connections (IB MYP, Design).
- 5. Monitor Attendance, Academic Performance, and Office Referrals through monthly team meetings and MTSS meetings.

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

- The percentage of students meeting Measures of Academic Progress (MAP) Project Growth Percentiles will increase from fall>winter>spring.
- The number of students scoring Beginning on EOGs will decrease.
- The number of students scoring Proficient and Distinguished will increase on EOG.
- The percentage of students meeting Measures of Academic Progress (MAP) meeting RIT growth will increase from fall>winter>spring.
- Ascend students demonstrate adequate usage averaging 1.5-2 hours on the program per week (Activity Completion Report).
- There will be a decrease in the achievement gap between Black, Hispanics, and White students.
- Increase the percent of students in subgroups demonstrating growth on the MAP Math Assessment.





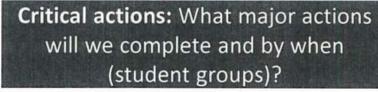


School Climate At least 80% of 6th grade students will have the ability to participate in PBIS events through earned points from PBIS Rewards.



RESOURCES Recruit and retain

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



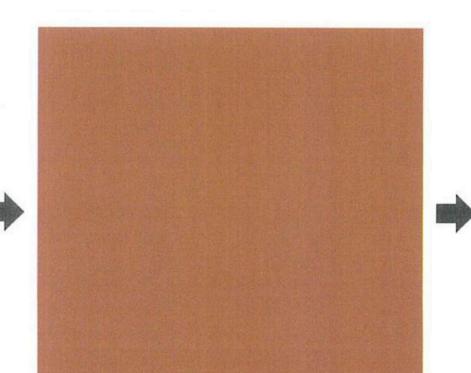
- Providing on-going professional development and support opportunities to teachers in the areas of MAP, Schoology, differentiation, School Climate, IB MYP, Lighthouse, AMLE.
- 2. Science of Reading AIM Pathway professional development for Cohort 1 & 2. SOR Facilitator PD for Cohort 3 will also be provided throughout the year.
- Team Leader professional development to increase knowledge in restorative practices and best practices through The Five Dysfunctions of a Team.
- Continued implementation of PBIS Rewards to staff and students.
- New Teacher Facilitator will provide support for all teachers with 1-3 years experience at MCS.
- 6. Provide incentives, such as, PBIS Celebrations to increase positive behavior, build stronger relationships, and produce correlating positive academic outcomes.
- Continued implementation of Club Wednesday initiative that focuses on building teacher-tostudent 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, AMLE).
- Continued implementation of advisement to support the whole student, IB MYP Year 1, Service as Action, SEL lessons, goal setting, career planning, etc.
- Continued implementation of Student **Expectations** Meetings led by administration each semester.

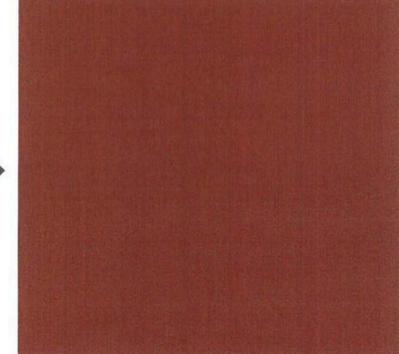
Evidence of progress: How will we know that the initiative is working? (Timeline)

- PBIS Celebrations percentage of students able to attend.
- Office Referral data
- 3. Sharing of professional development opportunities with colleagues on professional learning days or in PLC's.
- Classroom observations demonstrate quality Tier 1 instruction.

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

- Percentage of students able to attend
- Colleagues sharing best practices from Professional Development experiences.
- Team Leaders implementing and building capacity within teams.
- Increase from 40 students earning an award for Service as Action (IB MYP).









Parent Engagement

MSGA will continue to build partnerships with parents by offering Side by Side workshops and additional support offerings throughout the school year.



COMMUNITY COLLABORATION

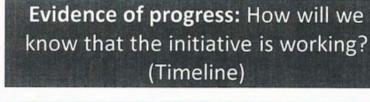
Increase community engagement across the district.

Community **Engagement:**

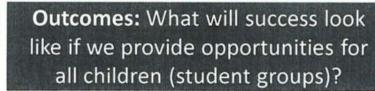
MSGA will continue to utilize social media presence, LMS Schoology, Mid-Week Newsletter, and partner with various community businesses/colleges.

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

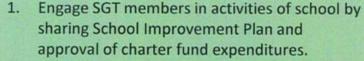
- 1. Spanish and Portuguese translators provided for social media presence and virtual gatherings.
- All school sponsored events Spanish translation is provided.
- Improve home-school communication and processes to engage families through an increase in strategic social media messaging.
- Engage parent liaison to increase parent communication, collaboration, and build school culture.
- All electronic communications are sent in Spanish.
- Share a common vision and mission that define the school culture and guide continuous improvement.
- Weekly updates through email and social media to keep families aware of school business.
- Mid-Week newsletter emailed to families weekly.



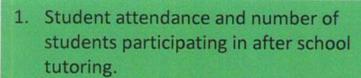
- 1. Increased involvement in Side-by-Side Workshops.
- 2. Increase in participation in surveys.
- 3. Increase parent engagement at school related activities and PTSA events.
- 4. Number of students and hours of service completed in Service as Action implementation.



- 1. Increased student/parent involvement in student activities.
- 2. Increased percent of parents demonstrating usage of digital platforms (Aspen and Schoology)
- 3. Positive parent/community perception of the school.
- 4. Number of students and hours of service completed in Service as Action implementation.



- 2. Regular communication and involvement with PTSA and mutual support in activities school/PTSA sponsor.
- 3. Service as Action implementation that allows MSGA student body to engage in Service as Action (community service) in the community.
- Partnership with Mercedes Benz Stadium to implement STEAM.



- 2. Field trip to Mercedes Benz Stadium on-level and Advanced Studies.
- 3. Number of PTSA sponsored events.











Budget:

MSGA will establish a fiscally responsible and balanced budget monitored on a bimonthly basis



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)?

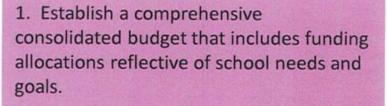
- 1. MSGA administration will conduct bimonthly budget meetings (A-Team).
- 2. SGT meets on a monthly basis to discuss budget.
- MSGA administration will share budget with coaches and teacher leaders.
- Collaborate with District Finance
 Office to align school and district
 processes.

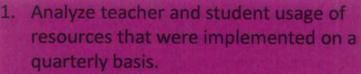
Evidence of progress: How will we know that the initiative is working? (Timeline)

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

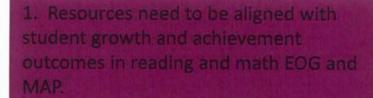
Outcomes: What will success look like if we provide opportunities for all children (student groups)?

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





2. Continually manage the fidelity of implementation of all purchases.







Charter Funding - Strategic Support

-SGT Request Form-

School:	Marietta Sixth Grade Acader

Amount Requested:

\$36,700

Date of SGT Approval/Vote¹:

9/3/24

<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.

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.

<u>Funding Activities:</u> Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

mplementation: (Project Activities – ncluding any Enhanced Roles²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
New Teacher Facilitator STEM/STEAM Coordinator, Extend Day Program	Student Achievement/Human Resources	Provide teacher mentor to retain new teachers, improve student outcomes, improve learning outcomes for at-risk students	Maintain CCRPI five star climate rating Improve course passing rates and EOG/MAP outcomes	\$9,000
Student Activities, PBIS, Club Wednesday, Service as Action, Honors Days	Community Collaboration/Human Resources	Establish a sense of community and positive climate	Maintain CCRPI five star climate rating	\$8,000
AMLE Travel and other Traveling	Student Achievement	Increase literacy levels and writing outcomes for all students	Improve course passing rates and EOG/MAP outcomes	\$5,555
Dues and Fees Professional Organizations; Employee Conferences; Advanced Studies PD, NJHS, Fine Arts, Counselors, etc	Student Achievement	Ensure fidelity of implementation of established programs	Improve course passing rates and EOG/MAP outcomes	\$5,000
Field Trips for students (Show on the Road, Space Center)	Student Achievement	Improve learning outcomes for at-risk students	Improve course passing rates and EOG/MAP outcomes Improve cours	\$8,000
Technology related resources	Student Achievement	Improve learning outcomes for at-risk students	e passing rates and EOG/MAP outcomes	\$1,000 \$36,700

Charter Funding - Strategic Support

-SGT Request Form (continued) -

<u>Evaluation/RO³I</u>: 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

Superintendent (or Designee) Signature

Principal 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.