

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



Marietta
city schools
A Georgia Charter System

School Improvement Plan

School
Name

Marietta Center for Advanced Academics

School
Year

2024-2025

Members



Heather Woods, Principal

Dr. Ayana Oden, Assistant Principal

Dr. Lindsay Elkins, Instructional Coach

John Creger, Counselor
Cathy Hamilton, Counselor

Kat Rivers, Specialist Team Lead

Al McDaniel, Media Specialist

Mandy Scott, Gifted
Cassie Furlow, Gifted
Tamara DeVane, Gifted

Clara Matchett, 3rd Grade Team Lead
Maria Nelson, 4th Grade Team Lead
Sherry Ahern, 5th Grade Team Lead

SGT Members

Needs Assessment



Student Achievement: As MCAA monitors the progress of students throughout the year, we use formative assessments, classwork, summative assessments, and, ultimately, MAP and Milestones scores to monitor growth of all students. On the Milestones assessment, We will also increase the number of students scoring proficient and distinguished with a heavy focus on the number of students who score a level four on 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.

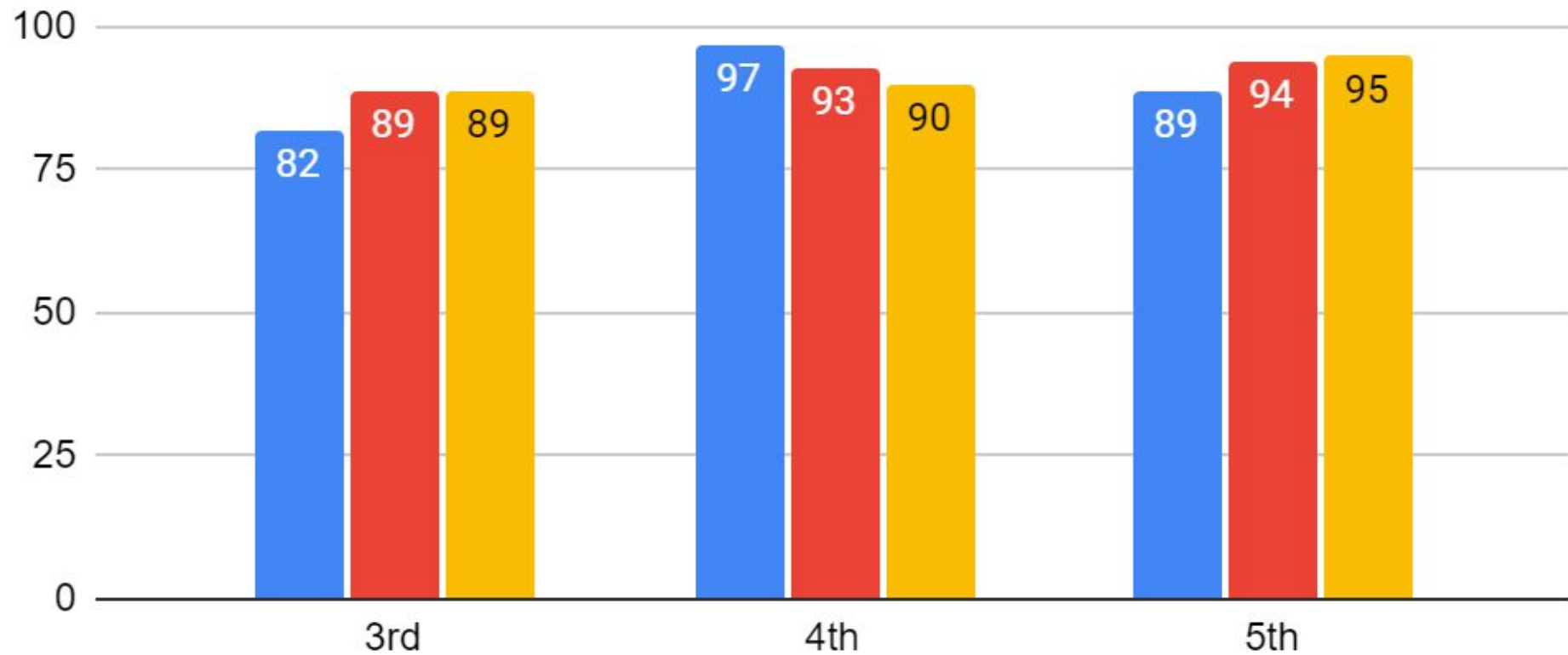
Human Resources: As MCAA supports the staff with accelerating students and building capacity within the staff to do so, the school will provide professional learning, schedule adjustments, personnel changes, and collaborative opportunities. Given the amount of new staff this year and change in leadership 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, build capacity in instructional coaching, and monitor student groups closely . 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 continue partnership collaboration and enhance student experiences. The school will work to increase volunteer opportunities through the PTA 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 and Biscuits and Bonding led by the counselor. 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 PTA that will support all students and staff through monies raised in their fundraising efforts.

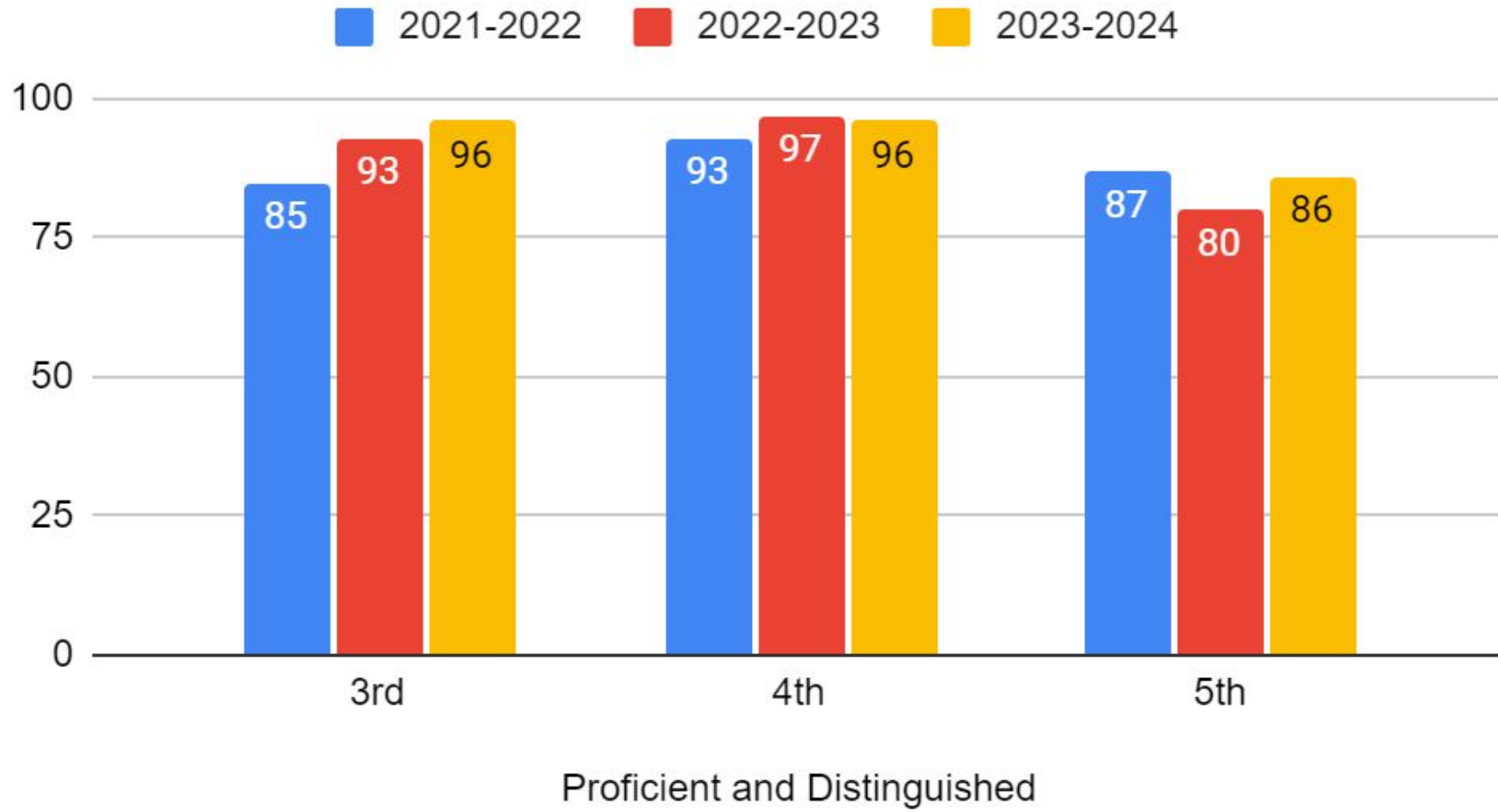
Georgia Milestones Reading

2021-2022 2022-2023 2023-2024

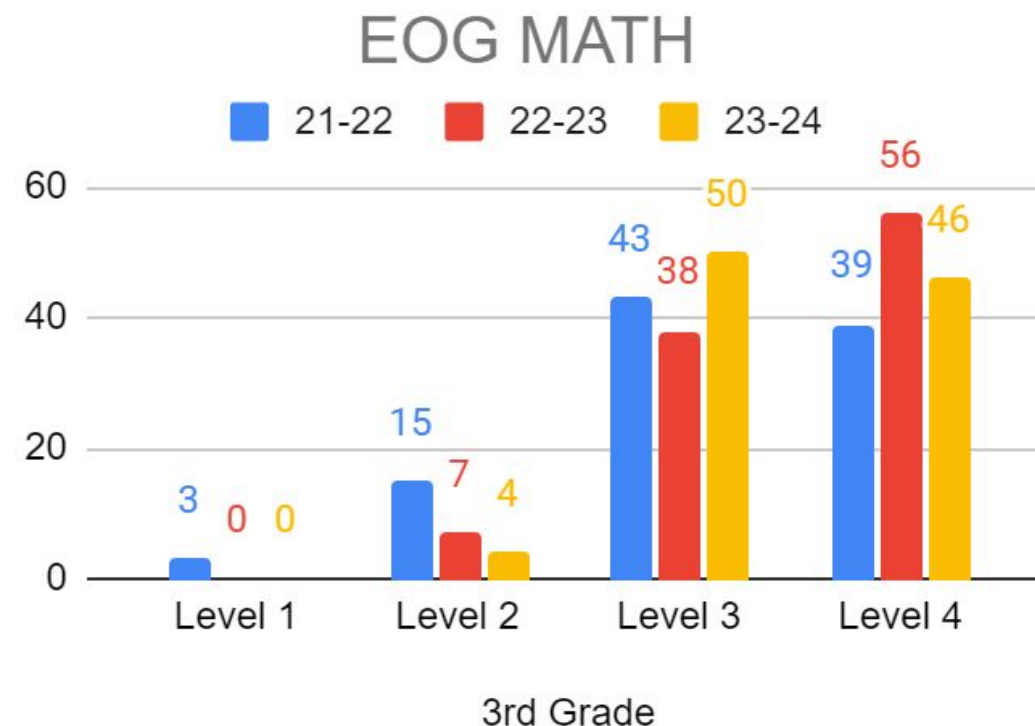
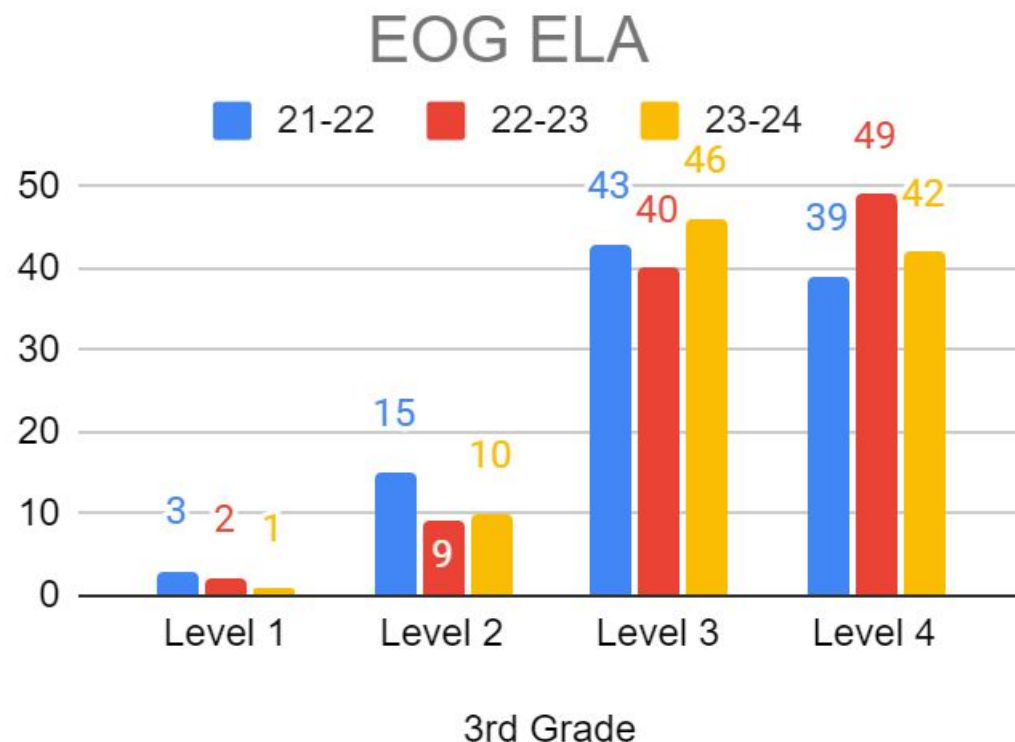


Proficient and Distinguished

Georgia Milestone Math



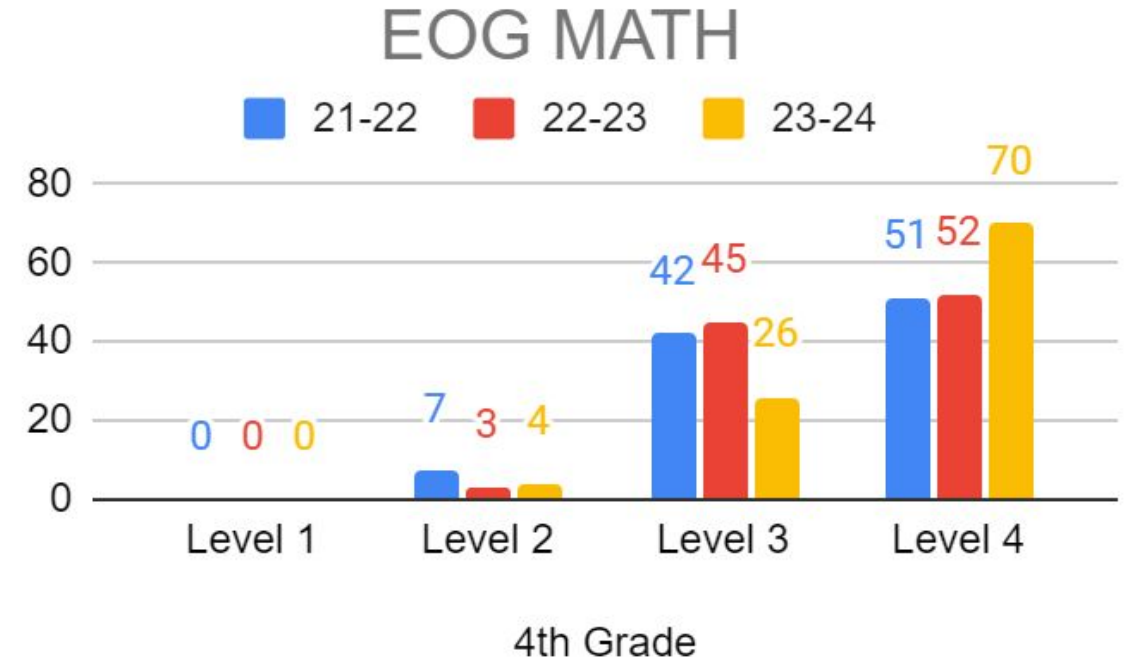
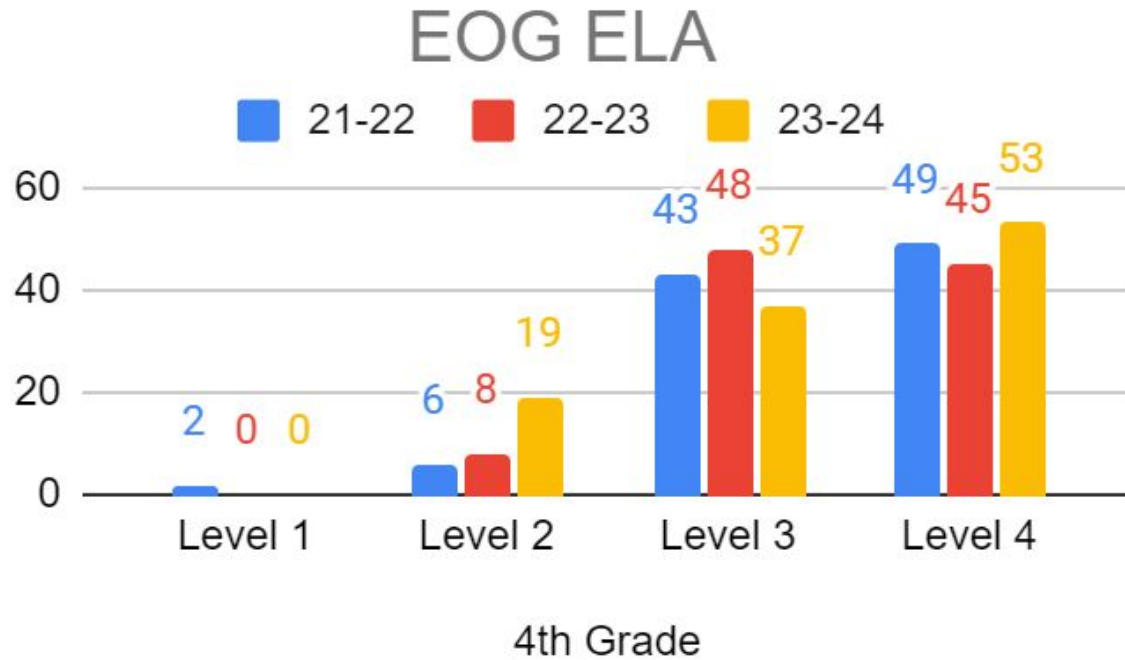
Needs Assessment 3rd Grade



Strengths: Level 3's and 4's have increased and held steady.

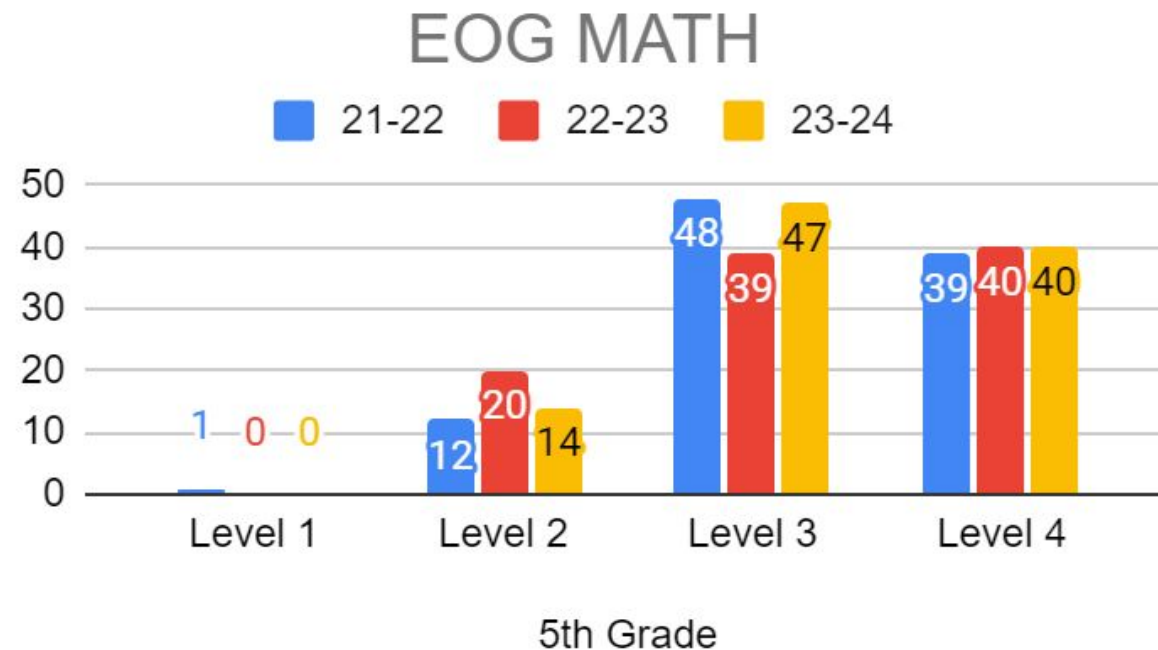
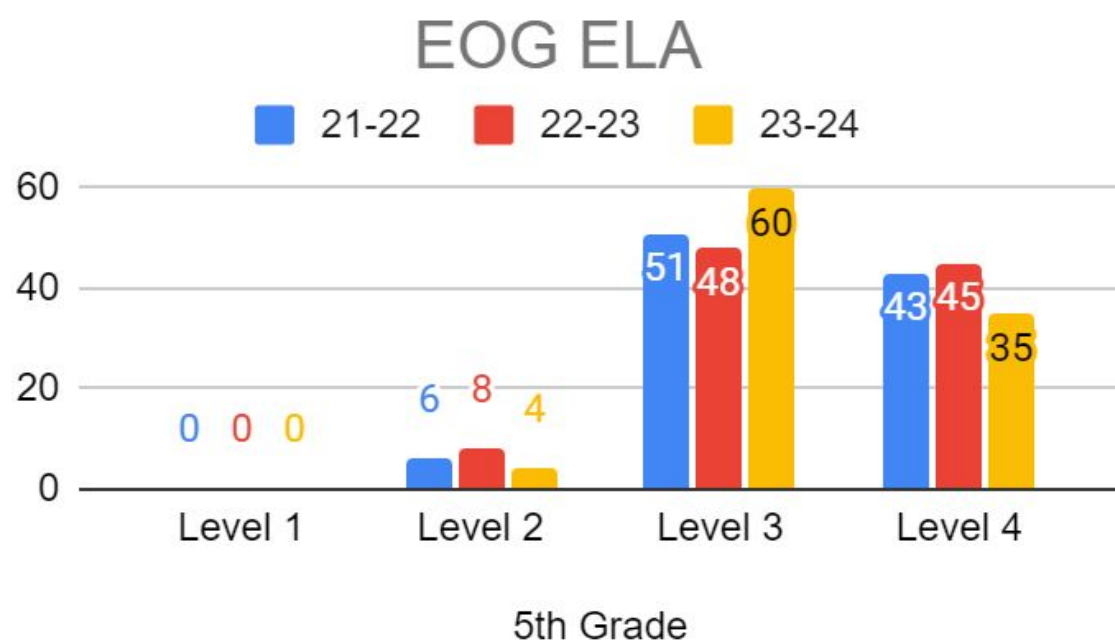
Weaknesses: Level 4's have decreased in the past year.

Needs Assessment 4th Grade



Strengths: Big jump in level 4's in math over the past year.
Weaknesses: Level 2's on reading increased over the past year.

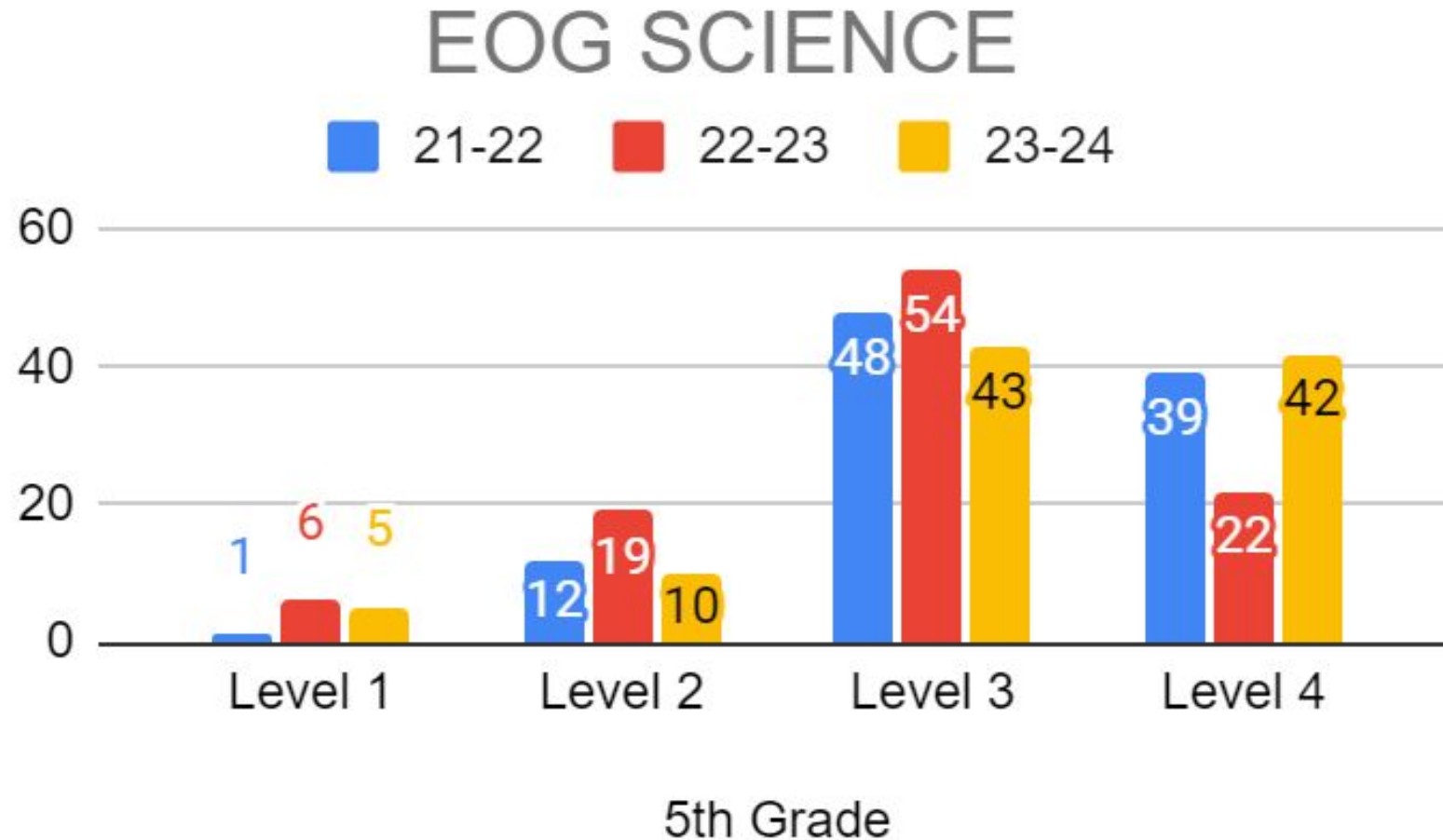
Needs Assessment 5th Grade



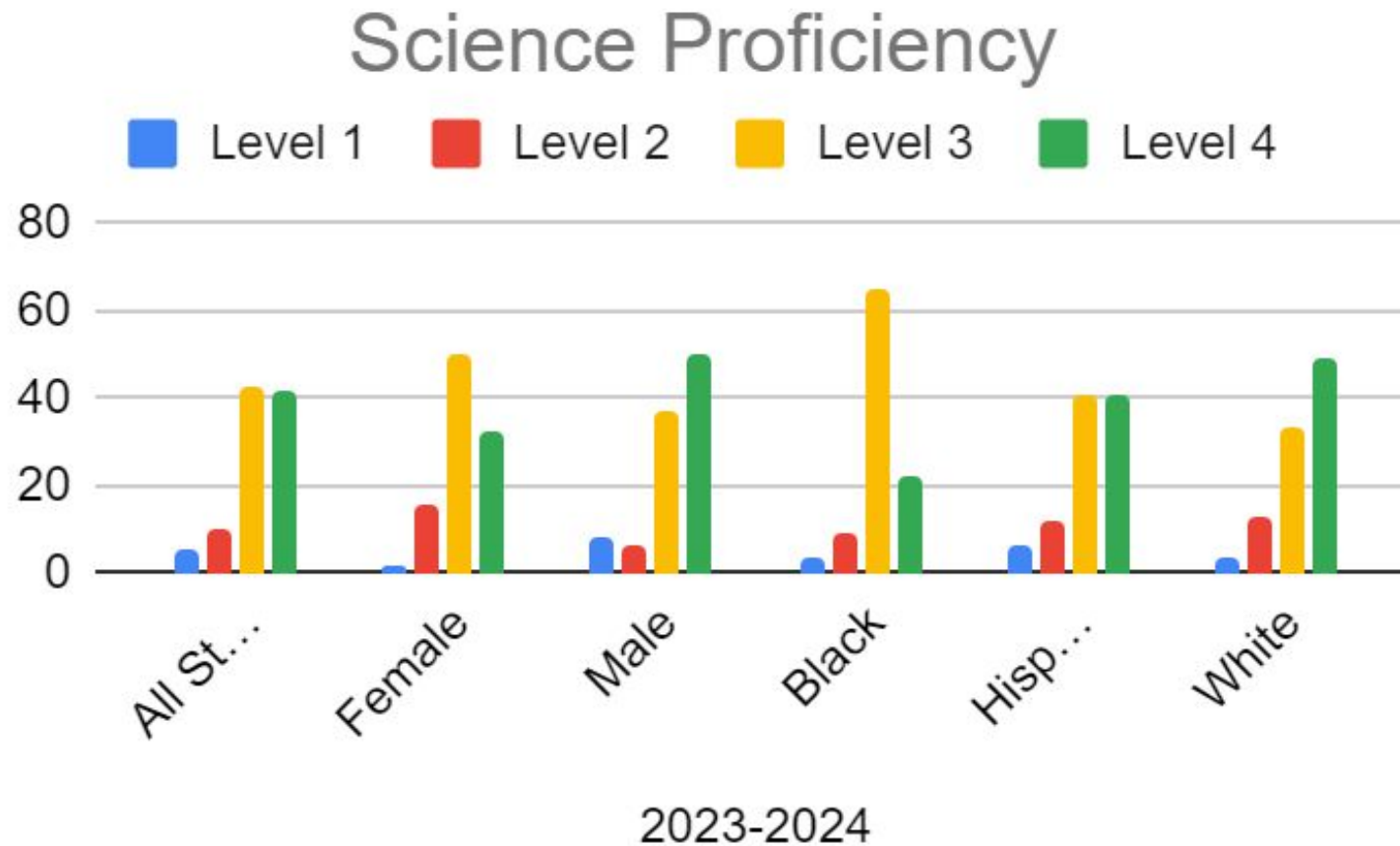
Strengths: Level 2's in ELA have decreased. Level 2's decreased last year from prior year.

Weaknesses: Level 4's in reading have decreased while remaining steady in math.

Too many level 2's overall in math.

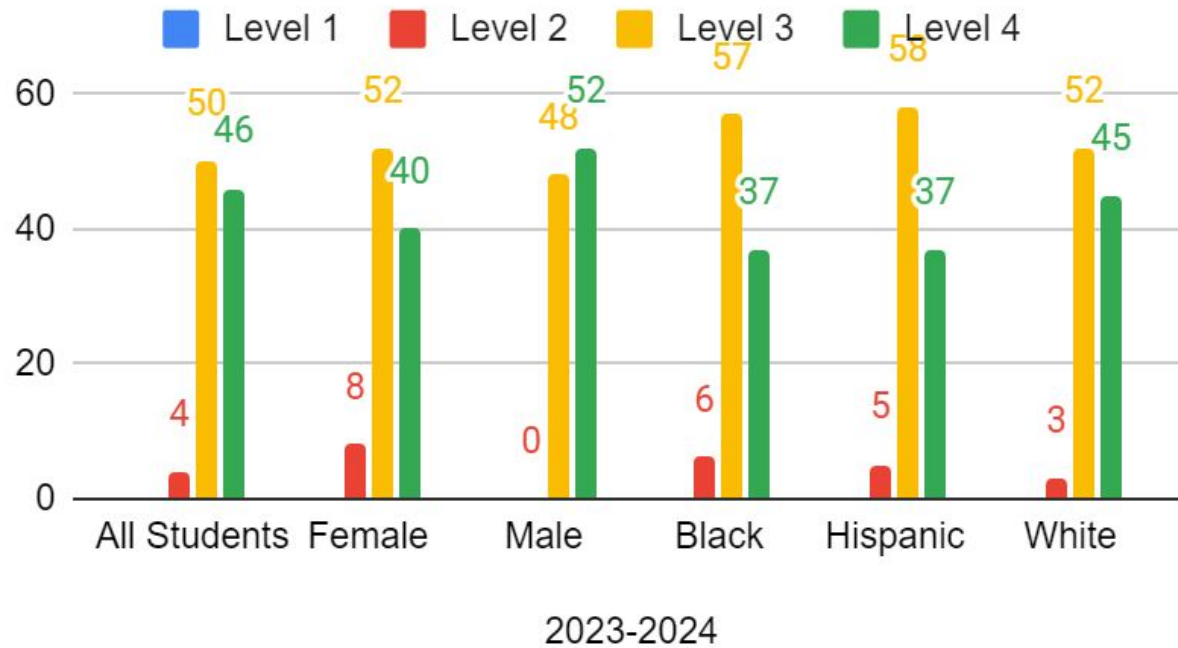


Strengths: Level 4's continue to grow. MCAA has a high level of 3's and 4's compared to most schools.
Weaknesses: A significant drop in level 4's occurred last year.

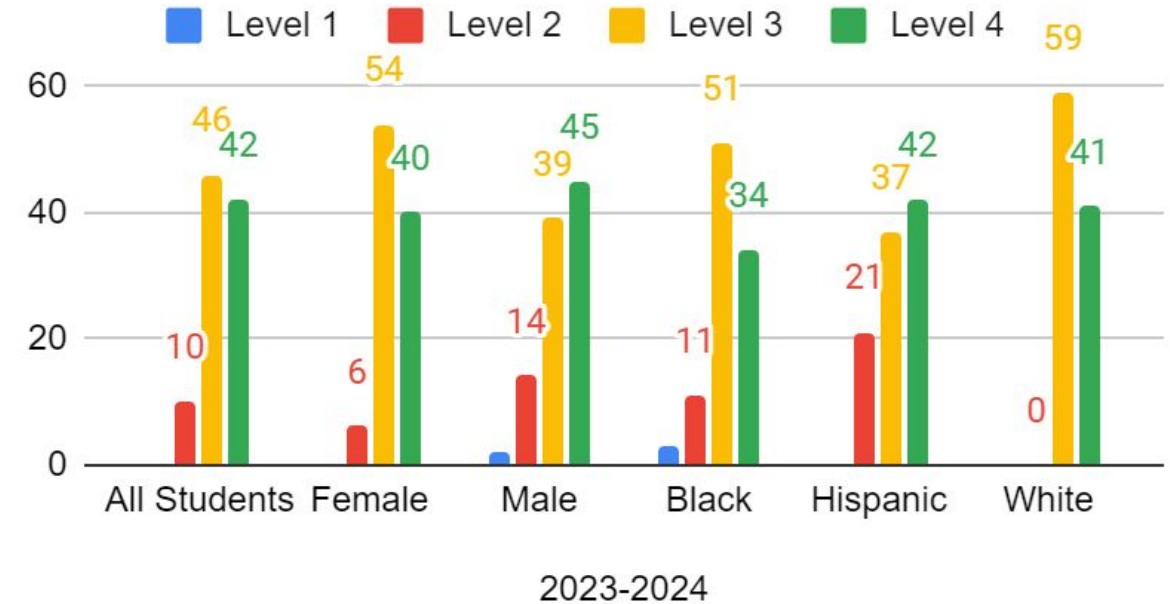


Strengths: Level 3's and 4's are consistent among all demographics.
Weaknesses: Females perform lower than any other demographic.

3rd Grade Math

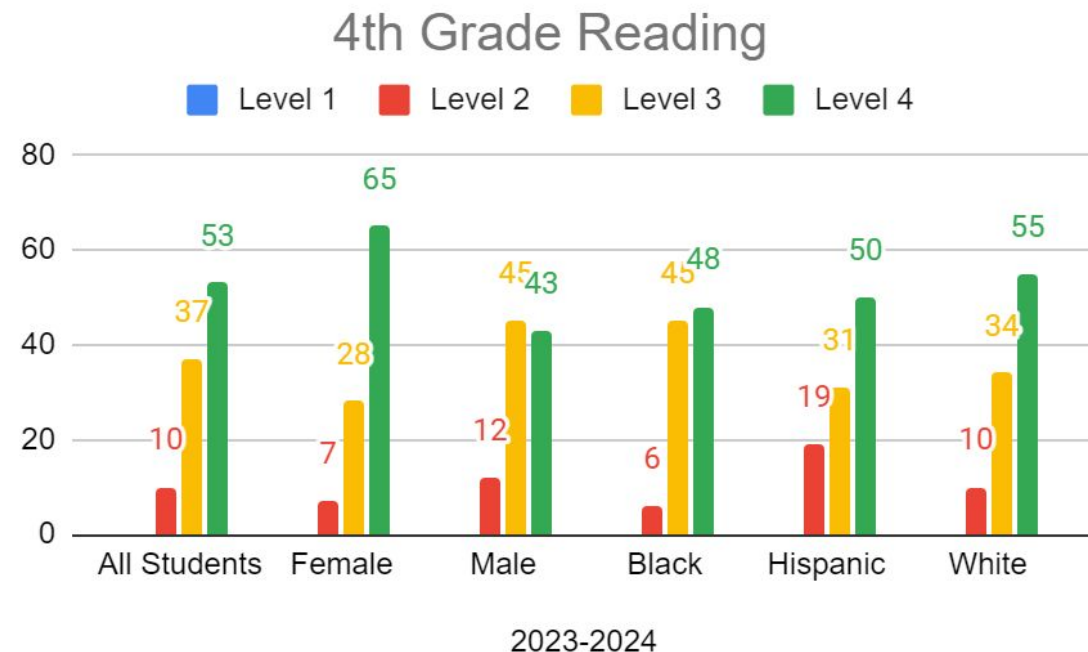
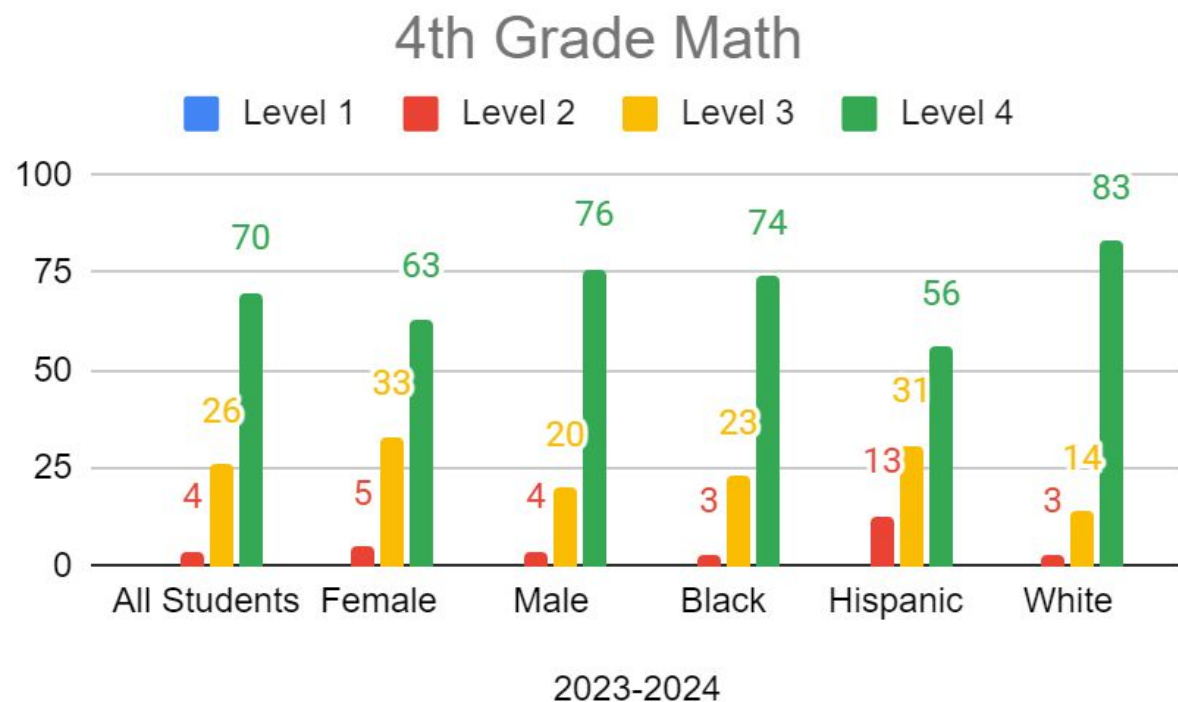


3rd Grade Reading



Strengths: Level 3's and 4's are fairly consistent among all subgroups in math. Level 4's are consistent among all subgroups in reading.

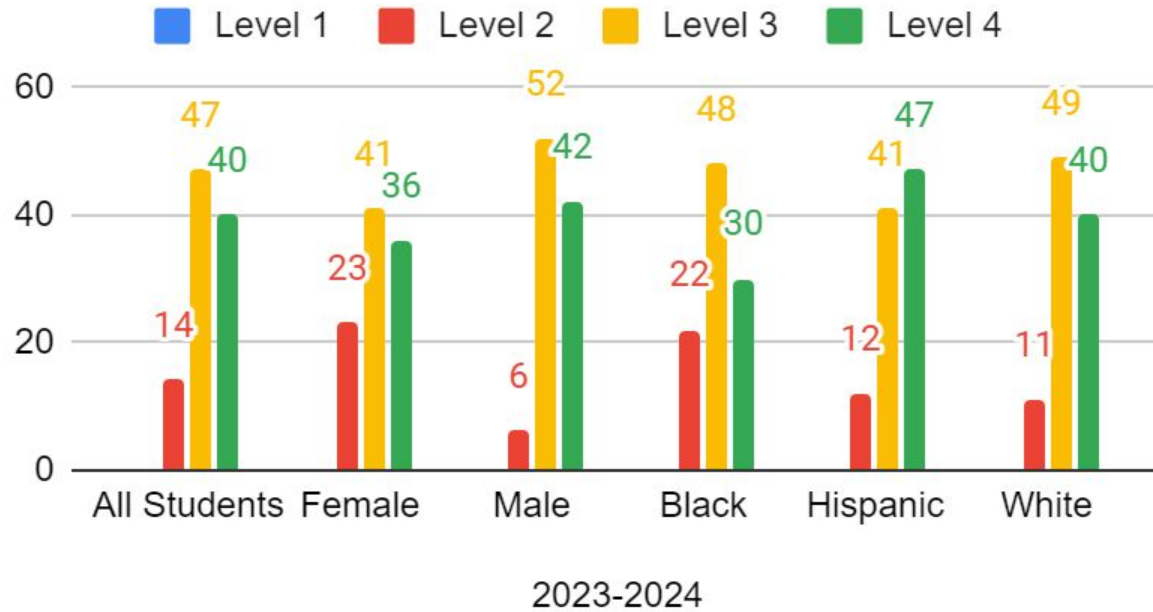
Weaknesses: White males perform better than other subgroups in math. Hispanic males perform lower in reading than other subgroups. White students perform higher than other subgroups in reading.



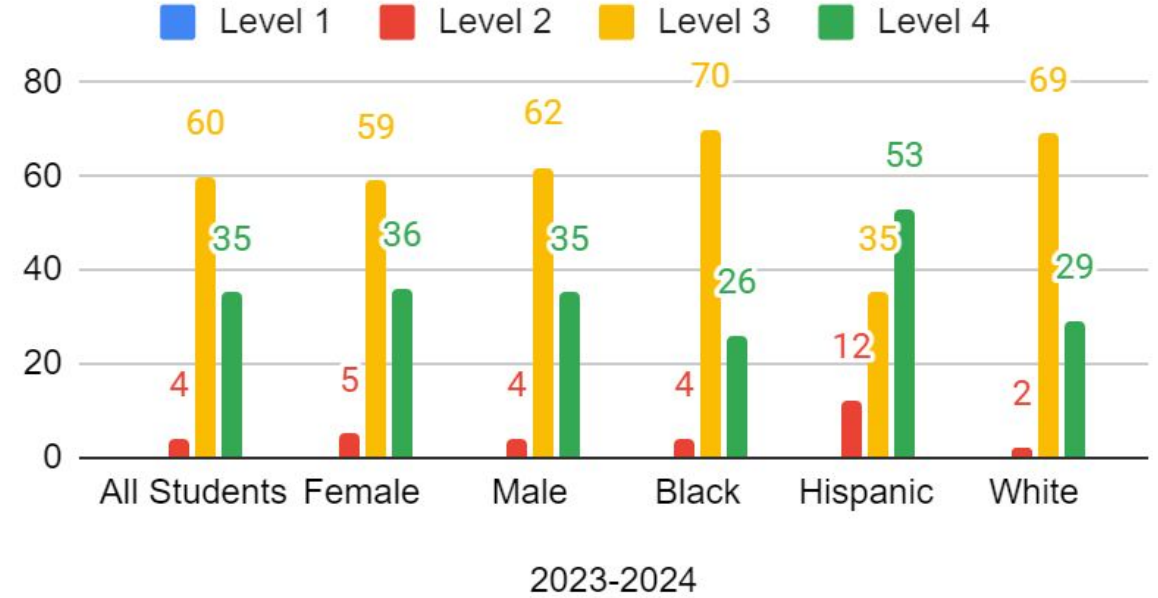
Strengths: High percentage of students scored a level 4 in math in 4th grade.

Weaknesses: Hispanic students perform lower in math and reading than other subgroups.

5th Grade Math



5th Grade Reading

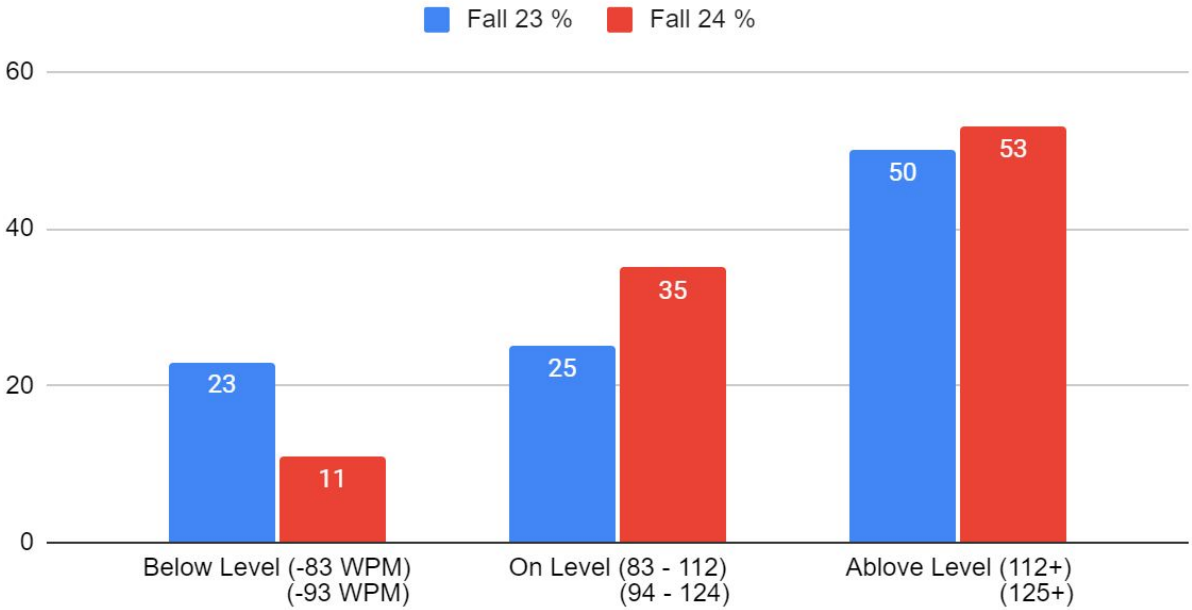


Strengths: Higher percentage of students scored a level 3 and 4 in reading although math is lagging.

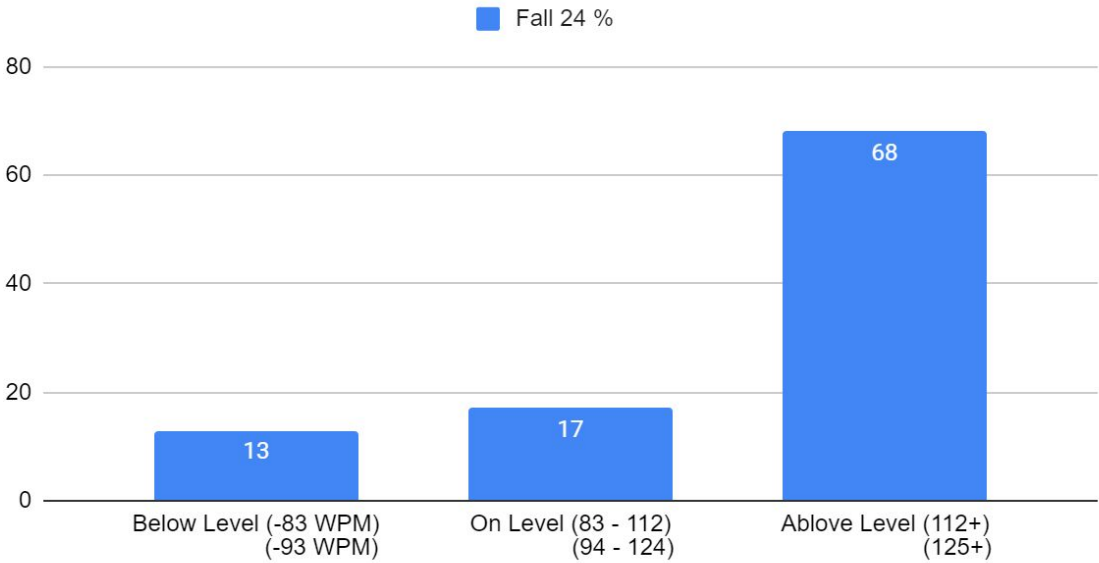
Weaknesses: Too many students performed at a level 2 in math overall. Black and Hispanic females scored significantly lower than male students.

Oral Reading Fluency

ORF Fall Benchmark
Cohort 1



ORF Fall Benchmark
Cohort 2



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)

English Language Arts: Increase the amount of students who score a level 4 by 8% in each cohort. Increase the % of students who score proficient and distinguished by 5% in grades 3 and 4. Explore ways to monitor the conditional growth of students in reading on MAP. Decrease % of students with below grade ORF by 5% from Fall 24 to Fall 25.

Math: Increase the amount of students who score a level 4 by 8% in each cohort. Increase the % of students who score proficient and distinguished by 10% in grade 5. Explore ways to monitor the conditional growth of students in math 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 continued PD and additional planning opportunities to analyze student work and assessment data to drive instruction. Build a strong school culture of collaboration. Engage all staff in supporting school initiatives and student achievement.

Collaborate with Flagship Partners and relationships that will support MCAA's school improvement plan, STEAM and innovative practices

Increase volunteer opportunities through the PTA and SGT.

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

Involve and educate parents through Coffee Talks and community events. Hold teacher-student-parent conferences.

Align school budget to have a direct correlation to student achievement.

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

Communicate with transparency about fund usage and involve the school staff and SGT in funding decisions when appropriate.

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 PLC plan for all staff. Design and implement targeted intervention to a specific student groups based on need.

Provide support to staff, team building activities, and monthly activities that aim to sustain a positive school culture.

Collaborative with the SGT to make decisions on the intent and purpose of the overall mission and vision of the school. Increase the percentage of families that would recommend MCAA.

Communicate through the Principal Newsletter; ELL Coffee Talks, Biscuits and Bonding, social media and other outlets to keep parents informed and involved.

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?

English Language Arts: Increase the amount of students who score a level 4 by 8% in each cohort. Increase the % of students who score proficient and distinguished by 5% in grades 3 and 4. Explore ways to monitor the conditional growth of students in reading on MAP. Decrease % of students with below grade ORF by 5% from Fall 24 to Fall 25.



Math: Increase the amount of students who score a level 4 by 8% in each cohort. Increase the % of students who score proficient and distinguished by 10% in grade 5. Explore ways to monitor the conditional growth of students in math on MAP.

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

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

Implement structured literacy in reading providing adequate instructional time to address these areas of literacy - oral language, phonological awareness, phonics, fluency/syntax, comprehension, vocabulary, and writing.

Teach Wit and Wisdom with fidelity.

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

Use support personnel to provide targeted small group instruction intended to remediate or extend.

Dedicated 120 minute block to include small group instruction; departmentalization in 4th and 5th.

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.

Use support personnel to provide targeted small group instruction intended to remediate or extend. Implement 90 minute math framework, with a focus on consistent small group instruction and common formative assessment. Departmentalization in 4th and 5th.

Implementation of math common assessment systems, using Performance Matters, IXL, etc. to monitor student mastery of grade level and beyond standards.

Utilize digital programs to provide a supplement that individualized instruction (IXL, Beast Academy).

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

Classroom observations show consistent use of components of structured literacy, wit and wisdom curriculum, and word work (morphology, multisyllabic words, advanced phonics)

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. Discussions around best practice, student need, and instructional shifts will occur in PLC's and TKES conferences.

Students demonstrate growth on common assessments, MAP, LDAs and mid-point ORF check and writing assesslets.

Classroom observations show consistent use of components of math framework, unit planners, common assessments, DOE

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.

Teachers will progress monitor student achievement. Discussions on best practices and authentic assessment will be on-going through the TKES (or local) process.

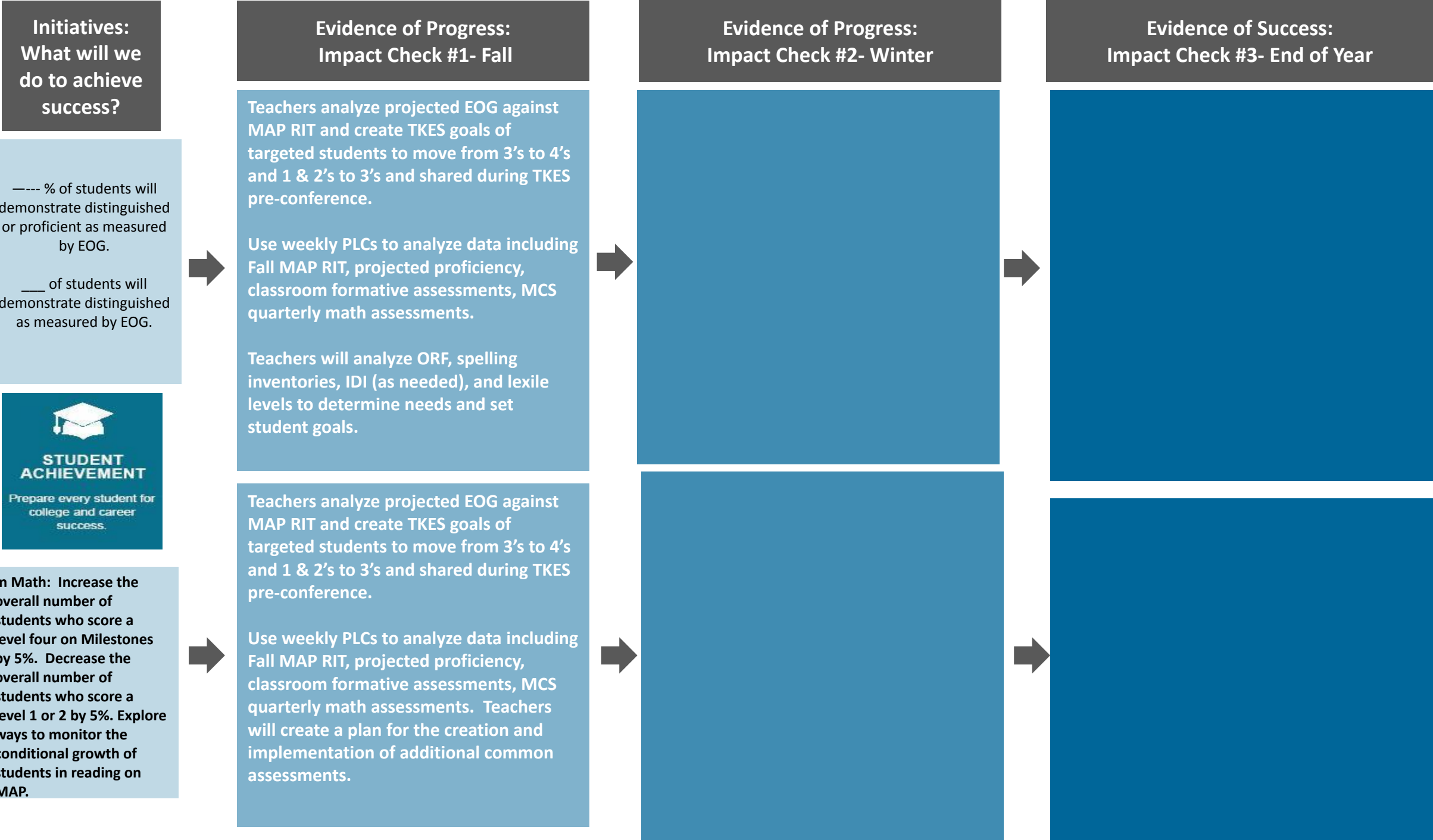
Outcomes: What will success look like if we provide opportunities for all children (student groups)?

% proficient and distinguished as measured by EOG
3rd - 94%
4th - 95%

% distinguished as measured by EOG
Cohort 1 (3rd to 4th) - 50%
Cohort 2 (4th to 5th) - 61%

% proficient and distinguished as measured by EOG
5th - 96%

% distinguished as measured by EOG
Cohort 1 (3rd to 4th) - 54%
Cohort 2 (4th to 5th) - 78%



Initiatives: What will we do to achieve success?

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



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.

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

Design and implement highly effective PLC's that are intentional and focused around STEAM development, teaching gifted learners, literacy and student growth. Provide shared leadership opportunities through committees.

Build teacher leaders and provide content specific coaching support in reading/writing, math, and science with their assistance.

Work with SoR Facilitator, Reading Specialist, and District Literacy Coordinator to raise the level of engagement and reading growth at all levels. Create list of target students to support and monitor

Provide support to staff, team building activities, and monthly activities for ALL staff to participate in.

Continue the use of House Challenges to encourage staff support of one another and social-emotional needs of students.

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.

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

Fall: Use TKES and academic coach pre-conferences 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 ongoing 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.

Weekly: Participate in team meetings, professional learning, and PLC's. Provide ongoing feedback to teachers.

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

On-Going: Classroom observations show consistent implementation of instructional strategies shared in PLC's. Progress data shows continued growth.

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

MCAA will have 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 building teacher capacity and morale.

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

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?**

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



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

PLC calendar created and made intentional/focused around STEAM and student growth.

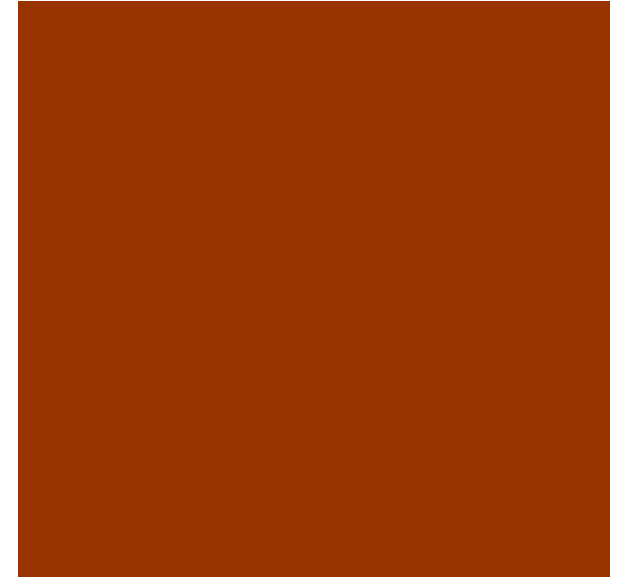
Teachers selected specific students to focus on for academic improvement (moving 2's to 3's and 3's to 4's on EOG). Teachers shared list of students with administration during TKES pre-conference.



**Evidence of Progress:
Impact Check #2- Winter**



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



**HUMAN
RESOURCES**

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



Provided a calendar of monthly activities to support team building.

Created House Challenges that encouraged staff support of one another and social-emotional needs of students.

Added components to STE(A)M challenges that focused on diversity and social-emotional aspects for students.

Allowed teacher-leaders to organize and present to parents and the community in areas of strength.



Provide space/time that build staff morale. Engage all staff in supporting school initiatives and student achievement.

Initiatives:
What will we
do to achieve
success?

Collaborate with
Flagship Partners,
Arts-focused
relationships that will
support MCAA's school
improvement plan,
STEAM and Arts Now
initiatives.
Increase volunteer
opportunities through
the PTA and SGT.



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

Involve and educate
parents through Coffee
Talks and other events.

Hold teacher-parent
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 ongoing collaboration and
investment in one another.

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

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

Cultivate relationships with Arts-focused
groups and Flagship partners.

Collect and analyze Coffee Talk feedback.

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

Attend PTA and SGT monthly meetings and
events.

Communicate through the Thursday
Principal Newsletter.

Analyze survey feedback from teacher-parent
conferences.

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

Monthly: SGT, PTA, 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. Parent
involvement and attendance at various
events will increase.

Weekly: Principal Weekly Newsletter and
meetings.

Monthly: PTA and SGT meetings; Coffee
Talks and community events.

On-going: Increased attendance and
involvement at various events, PTA and
SGT meetings. Minutes and outcomes
shared.

October: Feedback from
teacher-student-parent conferences.

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,
PTA, 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.

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?**

Collaborate with
Flagship Partners,
Arts-focused
relationships that will
support MCAA's school
improvement plan,
STEAM and Arts Now
initiatives.
Increase volunteer
opportunities through
the PTA and SGT.



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

Involve and educate
parents through Coffee
Talks and other events.

Hold teacher-parent
conferences.

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

Created SGT calendar and shared/posted
agendas as mandated.

Continued partnership agreements for
partners.

Worked with the PTA to create new
committees and set dates for events
throughout the year.

Established a calendar for coffee talks.

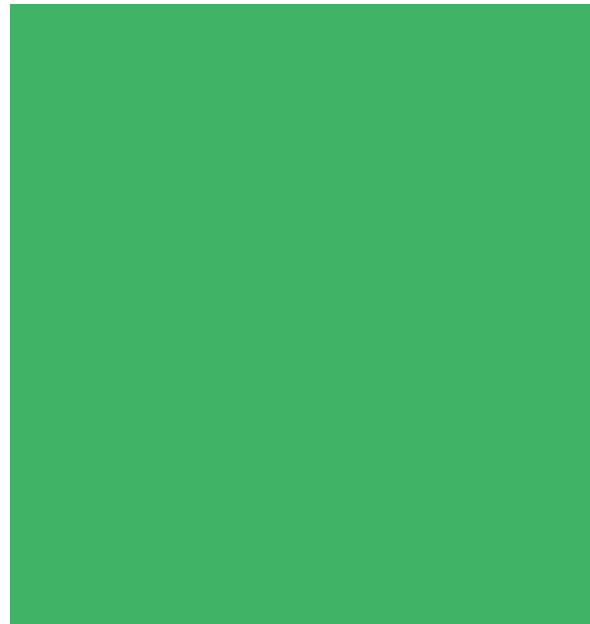
Created and shared a calendar for
monthly events.

Created and shared a calendar for PTA
and SGT meetings and events.

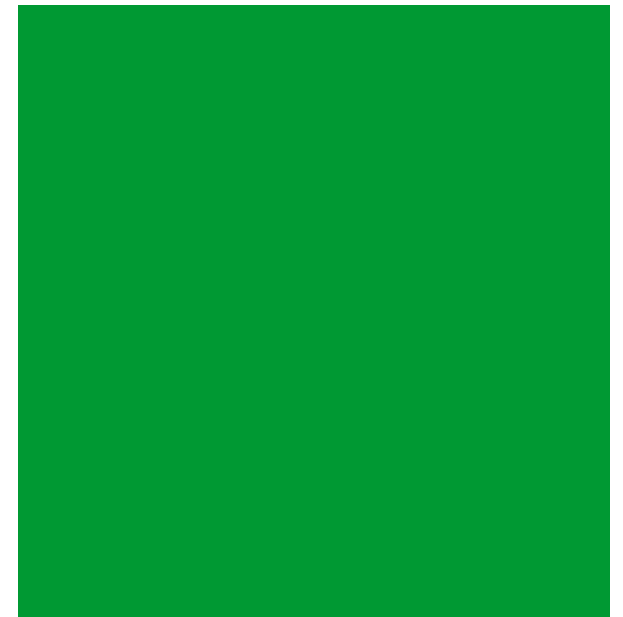
Communicated through the Thursday
Principal Newsletter.

Established parent-teacher conference
schedule.

**Evidence of Progress:
Impact Check #2- Winter**



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



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.



FISCAL RESPONSIBILITY

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 PTA and Foundation funds in a manner that impacts all students and staff.

Evidence of Critical 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, student experiences and technology advancements.

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

Monitor local funds monthly. Provide support and training for new bookkeeper.

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, student experiences 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.

Audit findings will yield satisfactory progress on bookkeeping processes.

FTE funding will be maximized.

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. Clubs and experience attendance and engagement will increase.

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

Staff will be recognized often using supplemental funding.

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 and FTE will yield maximized funding.

**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 PTA and Foundation funds in a manner that impacts all students and staff.

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

Created a budget and set up training/support opportunities for the bookkeeper to monitor local funds.

Accepted requests for staff development/training that supported the school vision and intent.

Began use of supplemental funds for staff appreciation and recognition.

Created a system to approve use of consolidated and charter funds to pay for: Instructional support, staff development STEAM supplies, and technology advancements.

Communication was established to create a way for staff to request funds.

Funds were monitored by monthly admin/bookkeeper meetings. Bookkeeper engaged with CO staff and colleagues to learn processes.

Staff development/training calendar was created to support the school vision and intent.

FTE analyzed and a plan created to maximize funding.

**Evidence of Progress:
Impact Check #2- Winter**



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



Charter Funding - Strategic Support
-SGT Request Form-

School: Marietta Center for Advanced Academics

Amount Requested:

Date of SGT Approval/Vote¹:

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.

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:

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

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.