



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

School Improvement Plan

School Name

Marietta Sixth Grade Academy

School Year

2025-26

Members



Keynun Campbell, Principal

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

Aaron Avera, Assistant Principal

Ember Foster-White, 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



Keisha Kirkpatrick, Science PLC Lead

Kelvin Knight, Math PLC Lead

Greg Boughton, AS Math PLC Lead

Mia Henderson, SGT Teacher

Tiffany Samimi, ELA PLC lead & SGT
Teacher

Morgan Woods, TSS

Jasmine Beck, ESOL PLC Lead

Lindsay Hodges, Instructional Coach

Tye Barnett, SGT Community Member

Amanda Galloway, SGT Parent

Members



Kelsey Lee, Science of Reading Coordinator

Samantha Monge, World Languages PLC
Lead

Laura Kraus, SGT Parent

Needs Assessment

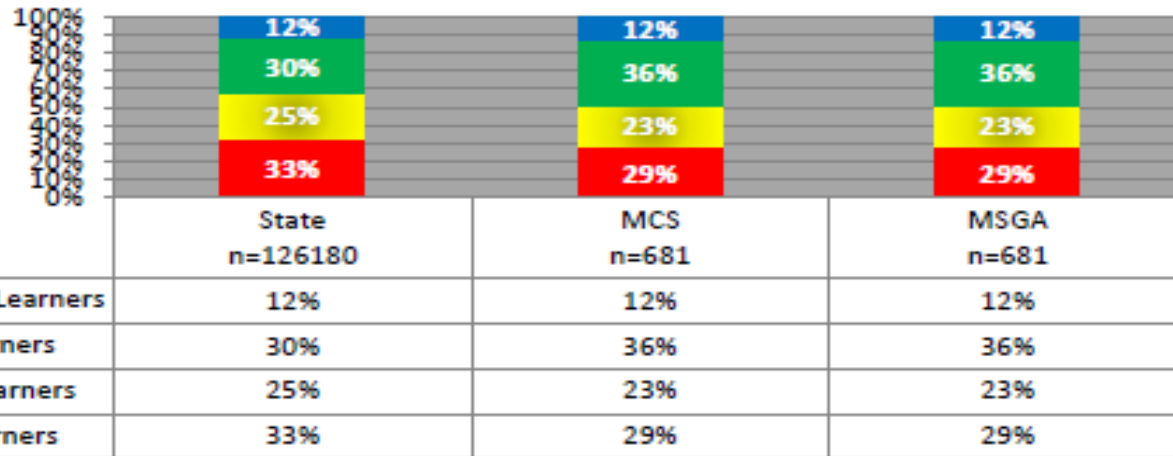


- Growth in MAP (Measures of Academic Progress) for all students
- Reduce achievement gap among subgroups
- Increase the number of Proficient & Distinguished Learners on the EOG in Math and ELA
- Reduce the number of Beginning Learners on the EOG
- Improve parent involvement and community collaboration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

Needs Assessment – ELA/Reading



2025 Grade 6 English Language Arts

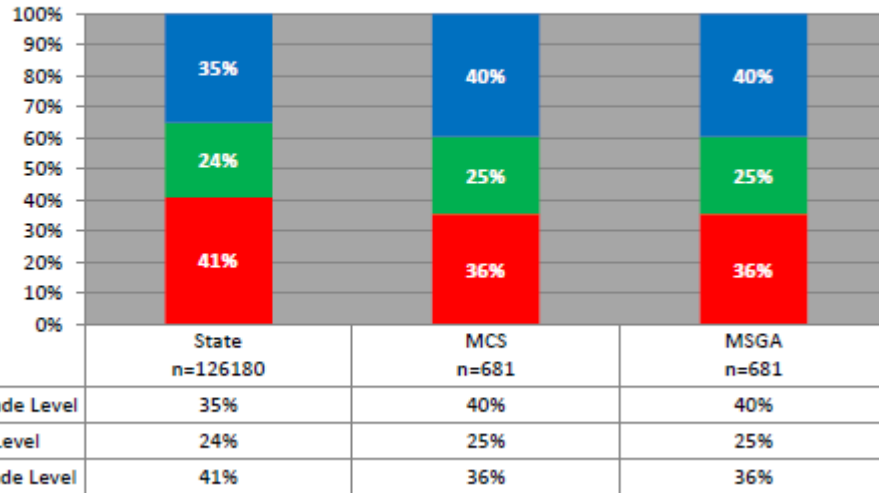


EOG Reading Proficient and Distinguished

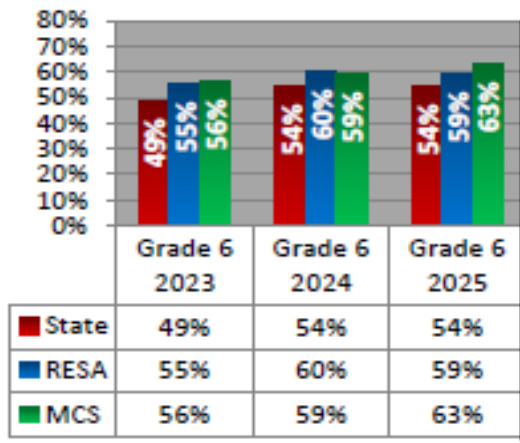
2025	49%
2024	46%
2023	46%

Needs Assessment

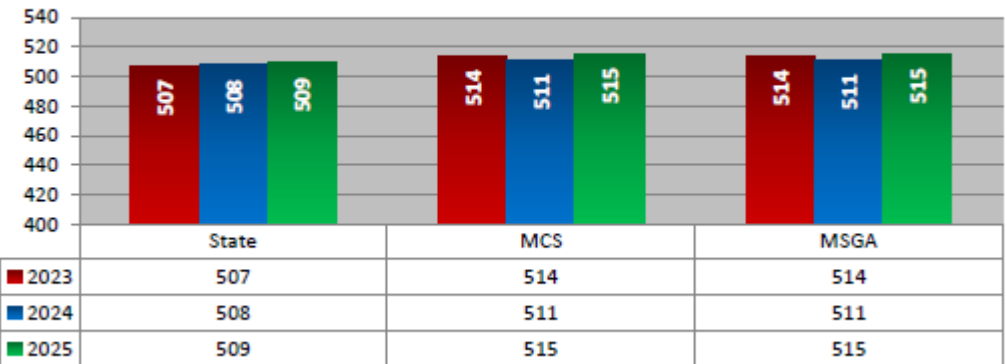
2025 Grade 6 Reading Level



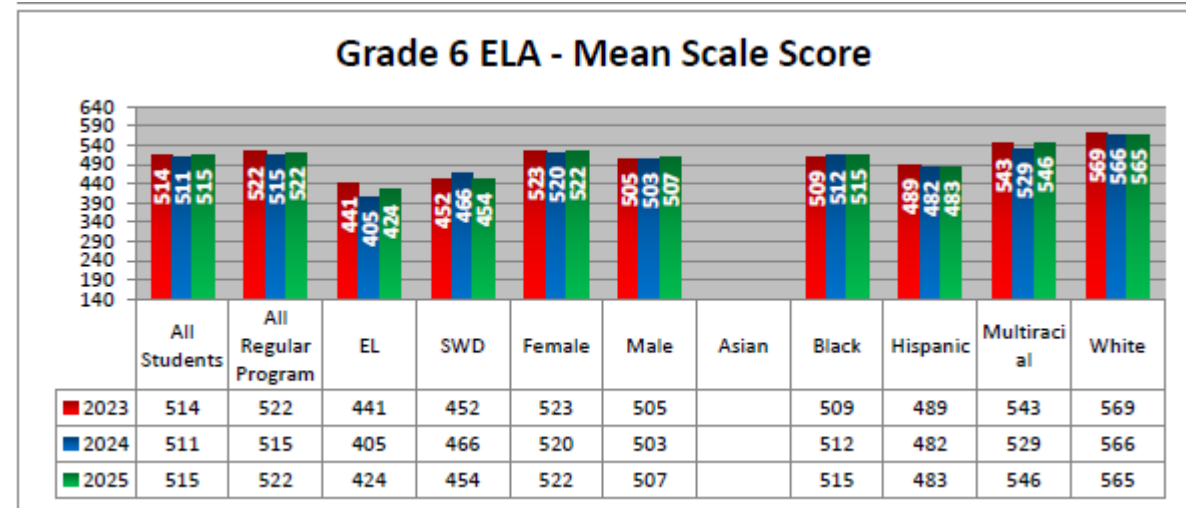
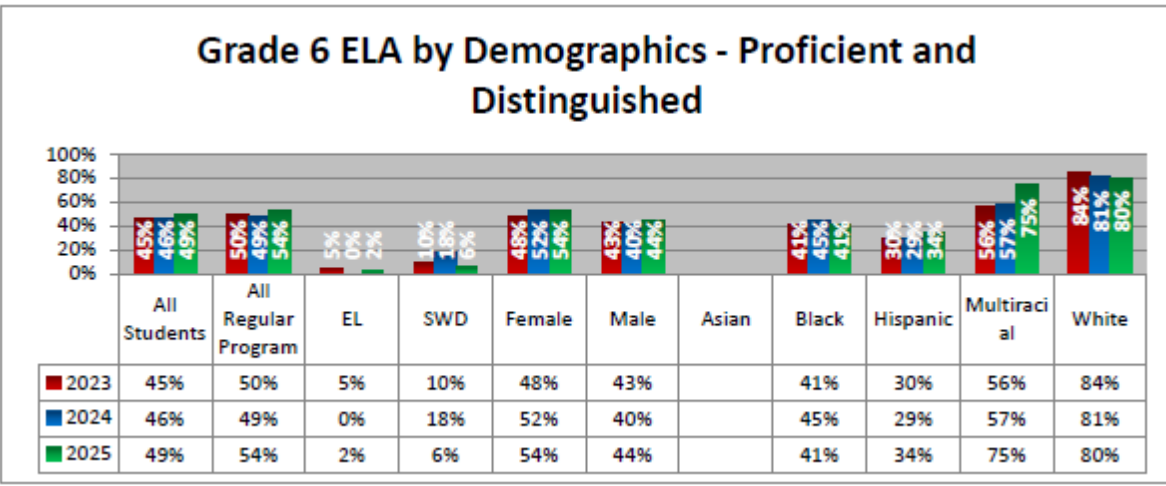
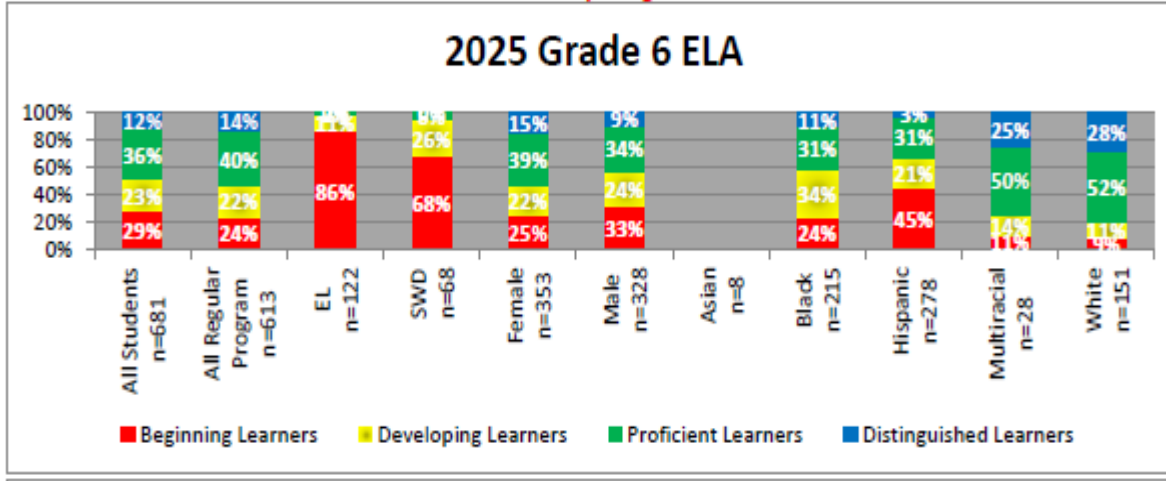
ELA Median National Percentile



Grade 6 ELA - Mean Scale Score



Needs Assessment



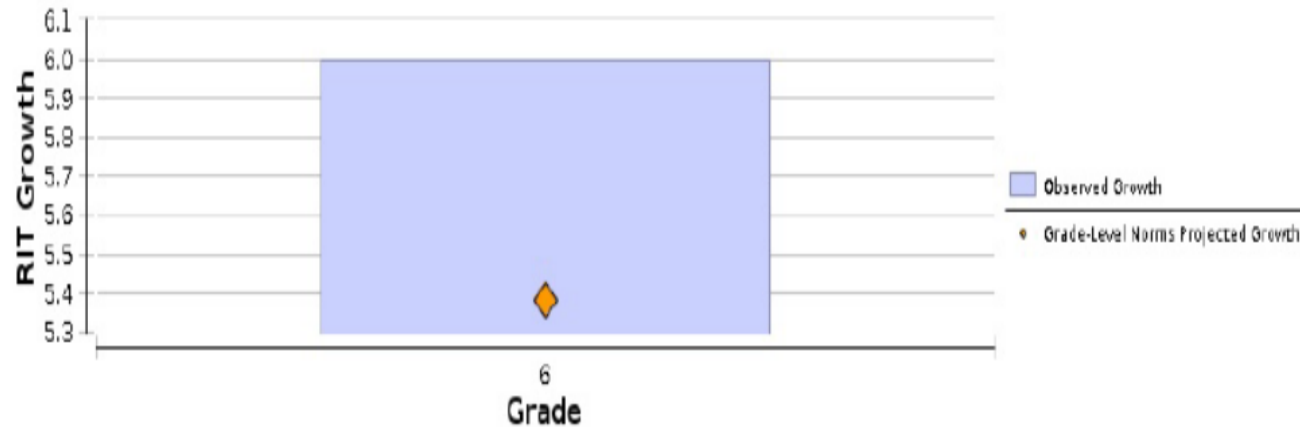
Needs Assessment -

Marietta Sixth Grade Academy

Language Arts:
Reading

Grade (Spring 2025)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms				
		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	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	609	209.7	18.1	47	215.8	16.5	52	6	0.3	5.4	0.38	65	609	361	59	55	

Language Arts: Reading

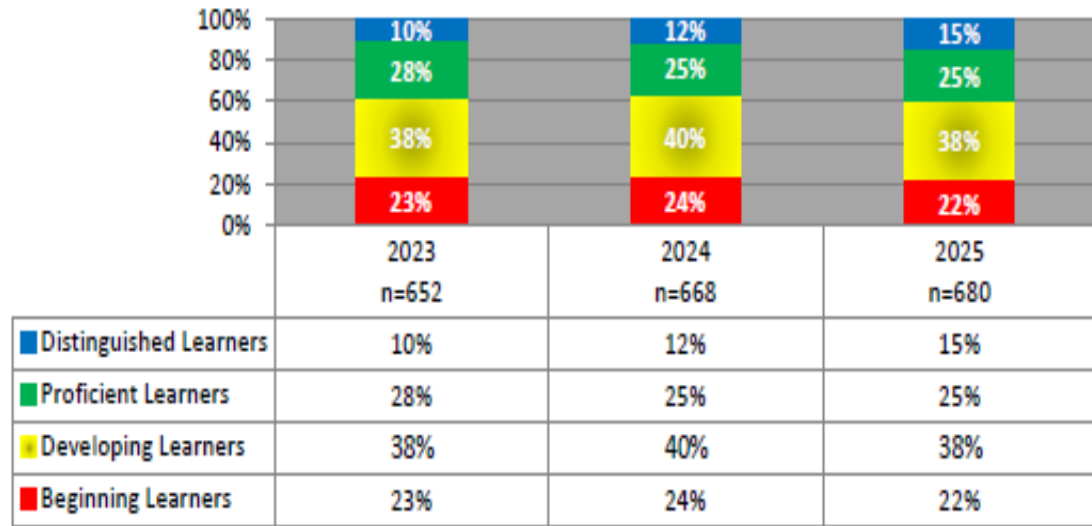


Fall to Spring Growth Reading Map

2025	59%
2024	50%
2023	53%

Needs Assessment - Math

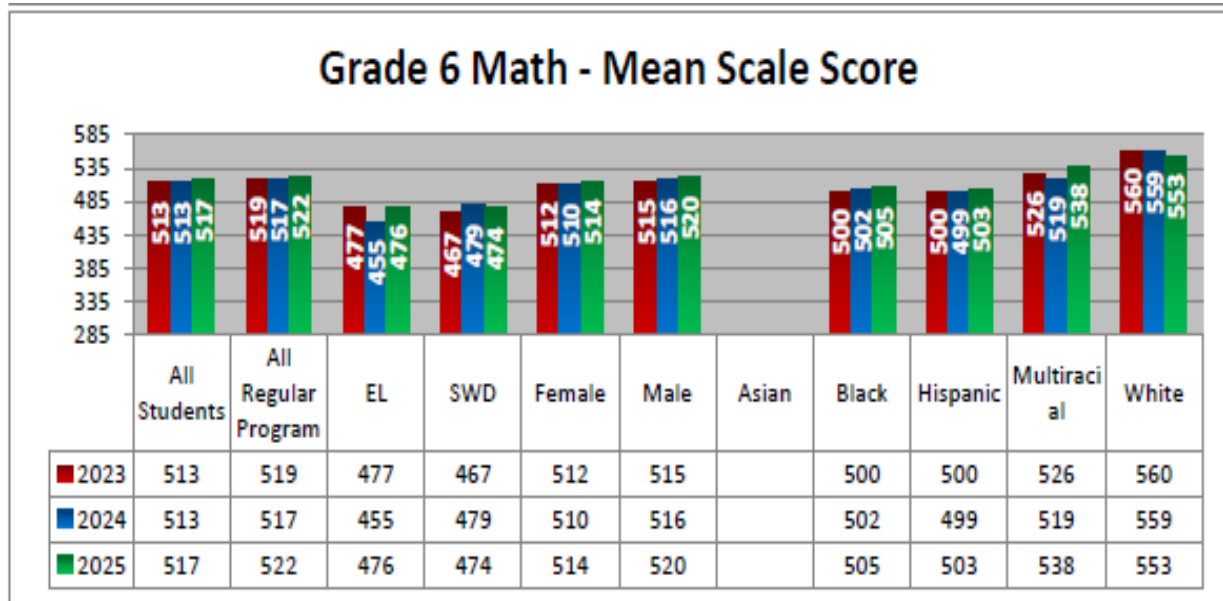
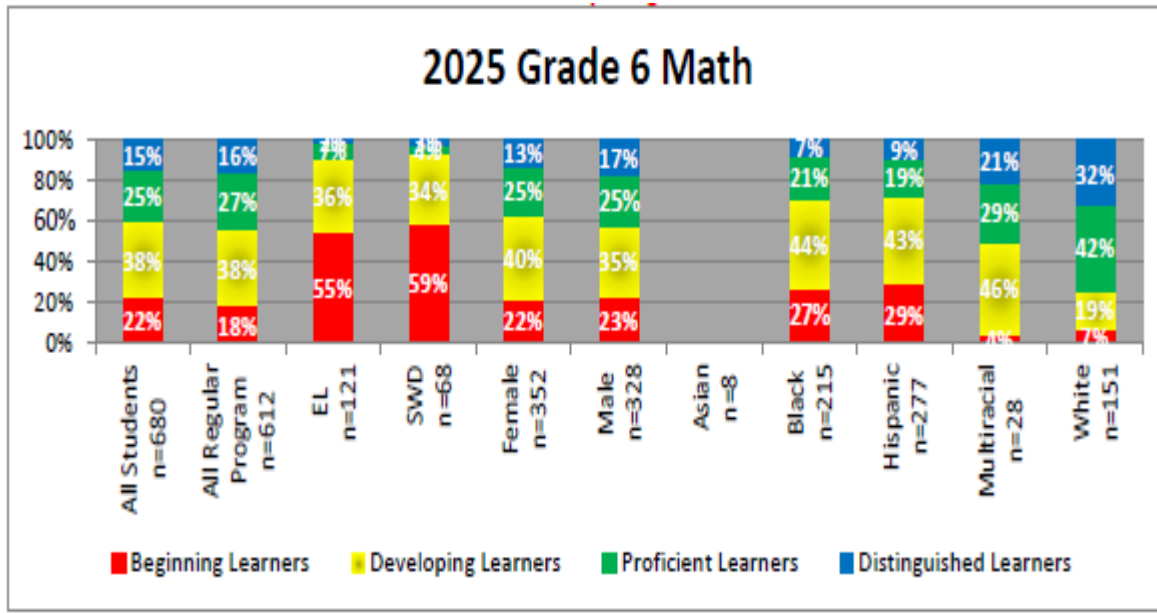
MCS Grade 6 Mathematics



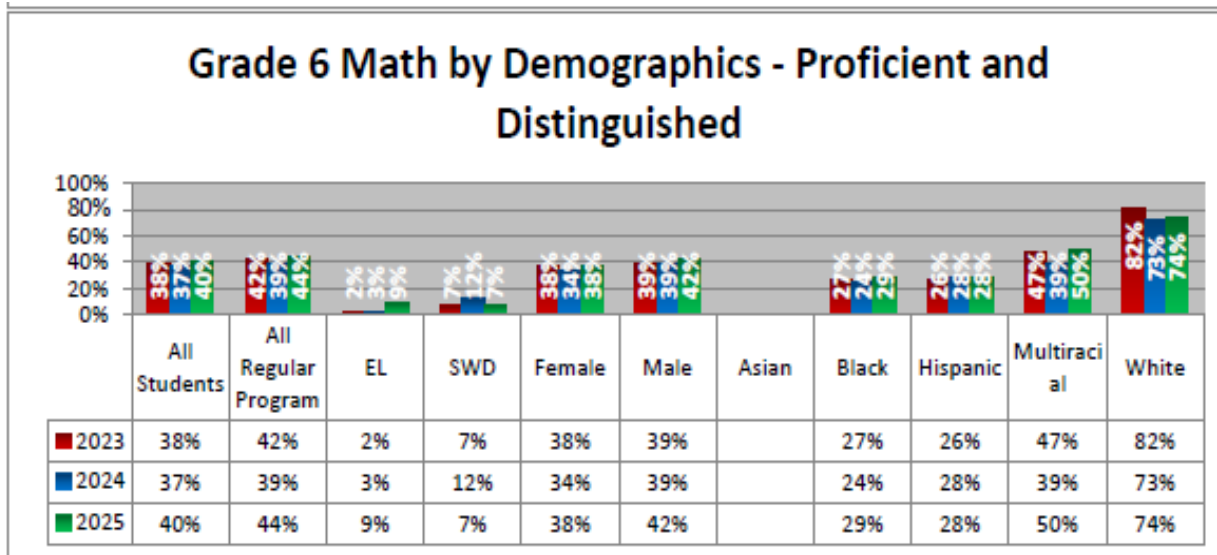
EOG Math Proficient and Distinguished

2025	40%
2024	37%
2023	38%

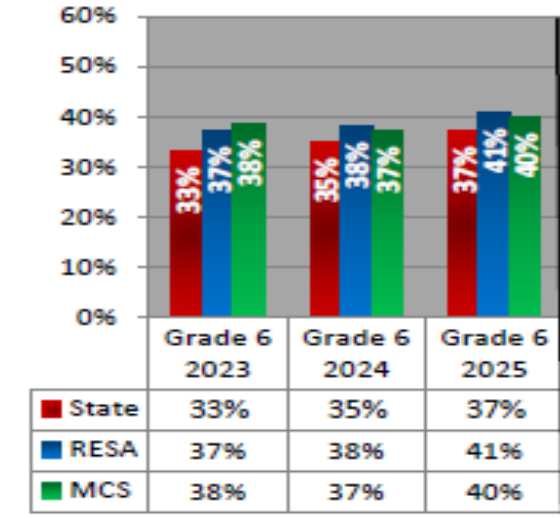
Needs Assessment



Needs Assessment - Math



Math: Proficient and Distinguished Learners



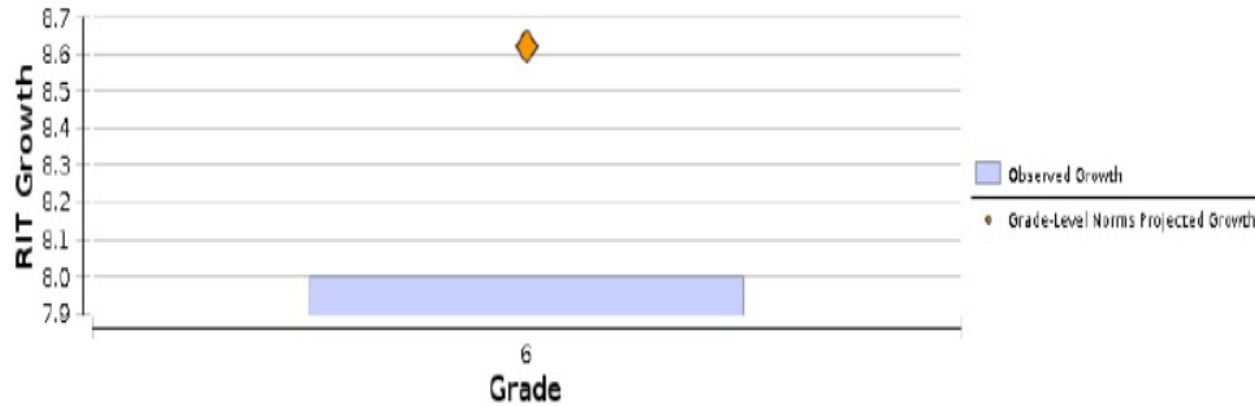
Needs Assessment - Math

Marietta Sixth Grade Academy

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms				
		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	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	607	214.1	16.6	47	222.1	17.9	44	8	0.3	8.6	-0.26	40	607	294	48	46	

Math: Math K-12



Fall to Spring Growth Math Map	
2025	48%
2024	45%
2023	49%

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)

ELA

By May 2026, at least 58% of 6th Grade students taking the Georgia Milestones 2026 will perform at the Proficient or Distinguished levels.

School Climate

At least 90% of 6th grade students will be eligible to participate in PBIS events through earned points from PBIS Rewards.

Parent Engagement

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

Budget:

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

Reading Map

By Spring 2026, at least 59% of 6th grade students taking the Fall 2025 Reading MAP will meet or exceed their projected growth.

Community Engagement:

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

Initiatives: What will we do to achieve success?

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.

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.

Family Engagement:

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

Financial Alignment:

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

Strategic Plan:



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN RESOURCES

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



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

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

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

EOG Math
By May 2026, at least 59% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished levels.

Initiatives: What will we do to achieve success?

Math Map
By Spring 2026, at least 51% of 6th grade students taking the Fall 2025 Math MAP will meet or exceed their projected growth.

Math
*Continued use Savaas curriculum and GaDOE Framework that aligns with GA Math 6 Standards. Continue to utilize researched based strategies to address the individual needs of all students.

**Initiatives:
What will we
do to achieve
success?**

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

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

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

ELA
By May 2026, at least 58%
of 6th Grade students
taking the Georgia
Milestones 2026 will
perform at the Proficient
or Distinguished levels.



Reading Map
By Spring 2026, at least
59% of 6th grade students
taking the Fall 2025
Reading MAP will meet or
exceed their projected
growth.

1. Science of Reading components (oral language, morphology, comprehension, vocabulary, phonics, phonemic awareness, and fluency) including use of MSGA Vocabulary Routine and Get the Gist Routine.
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. EL Sheltered model implementation using Wells curriculum with explicit instruction during reading intervention.
4. Interventions using Rewards, 95%, Word Connections, Smarter Ascend, MindPlay, and **Read180** for students in reading connections..
5. 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)
6. Provide **EdPuzzle** to support the implementation of small groups and rotations during instruction.
7. Provide monthly **Student Work Time/Study Hall** to support students with missing work/assignments/tests.
8. Implement Document Based Questions (DBQ) in order to support reading, thinking critically, and writing.

1. Advanced Studies common formative/summative assessments reviewed during regular PLC meetings.
2. Expeditionary Learning common formative/summative assessments reviewed during regular PLC meetings.
3. 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.
5. MAP Reading -increased number of students meeting expected growth Fall>Winter>Spring.
6. Teachers implement interdisciplinary tasks throughout school year to make real world connections (IB MYP, Design).
7. Monitor attendance, academic performance, and office referrals through monthly team meetings and MTSS meetings.

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

**Initiatives:
What will we
do to achieve
success?**

EOG Math

By May 2026, at least 59% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished levels.



**STUDENT
ACHIEVEMENT**

Prepare every student for college and career success.

Math Map

By Spring 2026, at least 51% of 6th grade students taking the Fall 2025 Math MAP will meet or exceed their projected growth.

**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?
3. Continued implementation of **Savvas curriculum** provided for all students.
4. Continued implementation of **Symphony Math and Ascend** for students identified through everyday, every other day math connections, and English Language Learners.
5. **Professional learning communities** will target improvement in **CIAT** (curriculum, instruction, assessment, and technology) using evidence-based practices.
6. Focus on math reasoning practice using mathematical conversations, open-ended problems, and explicit tier 1 instruction.
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 monthly **Student Work Time/Study Hall** to support students with missing work/assignments/tests.
9. Provide EL Sheltered model instruction for students new to the country or scoring below 3.0 on ACCESS assessments.

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

1. 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
3. **Symphony Math and Ascend** teachers will monitor students meeting objectives.
4. 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**

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

Initiatives:
What will we do to achieve success?

School Climate
At least 90% of 6th grade students will have the ability to participate in PBIS events through earned points from PBIS Rewards.



HUMAN RESOURCES

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

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

1. Providing on-going **professional development and support** opportunities to teachers in the areas of MAP, Schoology, 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.
3. Continued implementation of PBIS Rewards to staff and students.
4. **New Teacher Facilitator** will provide support for all teachers with 1-3 years experience at MCS.
5. Provide incentives, such as, **PBIS Celebrations** to increase positive behavior, build stronger relationships, and produce correlating positive academic outcomes.
6. Continued implementation of **Club Wednesday** initiative that focuses on building teacher-to-student and student-to-student relationships and allowing students to explore real-world opportunities that they may not otherwise receive (IB MYP, Lighthouse, School Climate/PBIS, AMLE).
7. Continued implementation of **advisement** to support the whole student, IB MYP Year 1, Service as Action, SEL lessons, goal setting, career planning, etc.
8. Continued implementation of **Student Expectations** Meetings led by administration each semester.

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

1. PBIS Celebrations percentage of students able to attend.
2. Office Referral data
3. Sharing of professional development opportunities with colleagues on professional learning days or in PLC's.
4. Classroom observations demonstrate quality Tier 1 instruction.
5. PD built into planning times to support teachers in all initiatives

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

1. Percentage of students able to attend PBIS celebrations
2. Office Referral data
3. Colleagues sharing best practices from Professional Development experiences.
4. Team Leaders implementing and building capacity within teams.
5. Increase from 40 students earning an award for Service as Action (IB MYP).

**Initiatives:
What will we
do to achieve
success?**

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

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

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

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.

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

1. Engage SGT members in activities of school by sharing School Improvement Plan and approval of charter fund expenditures.
2. Regular communication and involvement with PTSA and mutual support in activities school/PTSA sponsor.
3. Service as Action implementation that allows MSGA student body to engage in Service as Action (community service) in the community.

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. Student attendance and number of students participating in after school tutoring.
2. Field trips – by PLC and school-wide
3. Number of PTSA sponsored events.

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.

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**Initiatives:
What will we
do to achieve
success?**

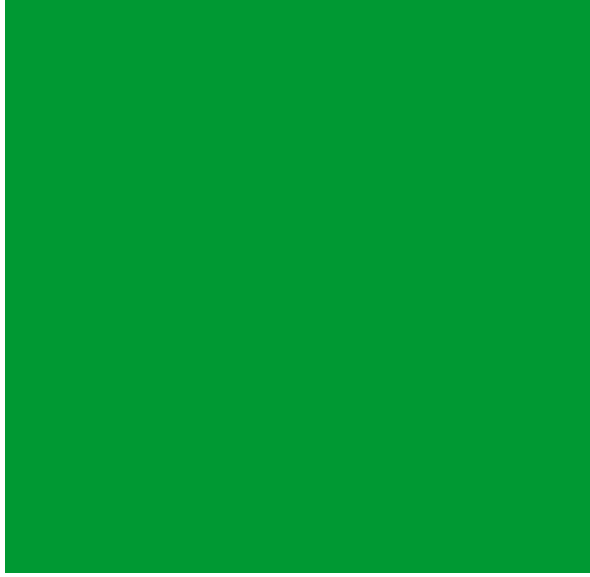
**Evidence of Progress:
Impact Check #1- Fall**

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

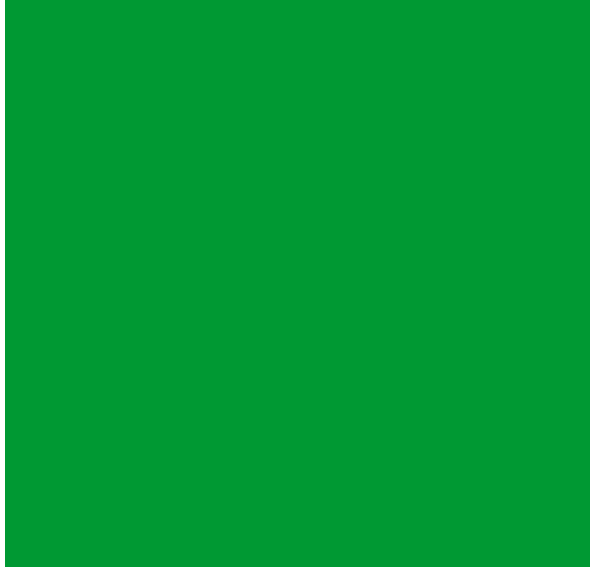
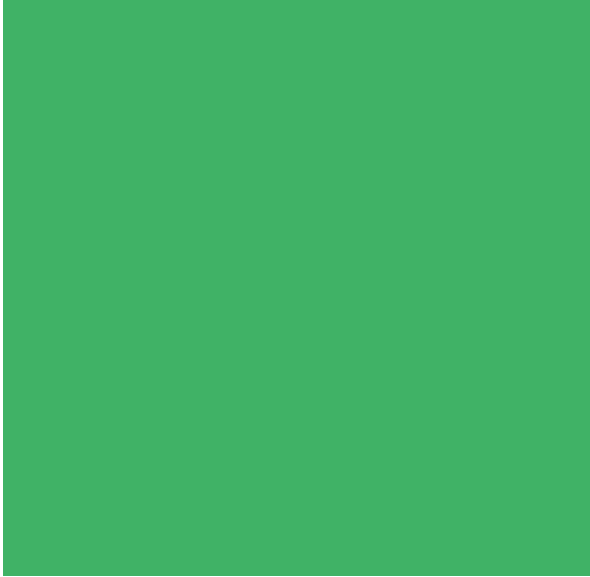
**Evidence of Success:
Impact Check #3- End of Year**

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

- Parent Engagement Events
- Side by Side workshops
 - Meet and Greet
 - Open House
 - Principal Title I Meeting
 - Fall Conferences
 - Rising 6th Grade Parent Night
 - Fall Awards Recognition
 - Preview Night
 - Spring Awards Recognition



- Community Engagement
- Weekly newsletter
 - Facebook, Instagram presence
 - Partnership with Stonebridge Church, Home Depot, Marietta Business Association, Roswell Baptist Church



Community Engagement:
MSGA will continue to utilize social media presence, LMS Schoology, Tuesday Tidbits, and partner with various community businesses/colleges.

Initiatives:
What will we do to achieve success?

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

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

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

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

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

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

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



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

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

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

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

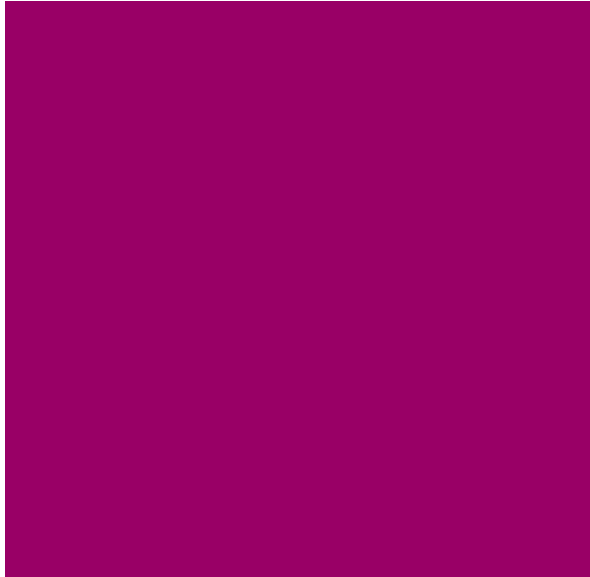
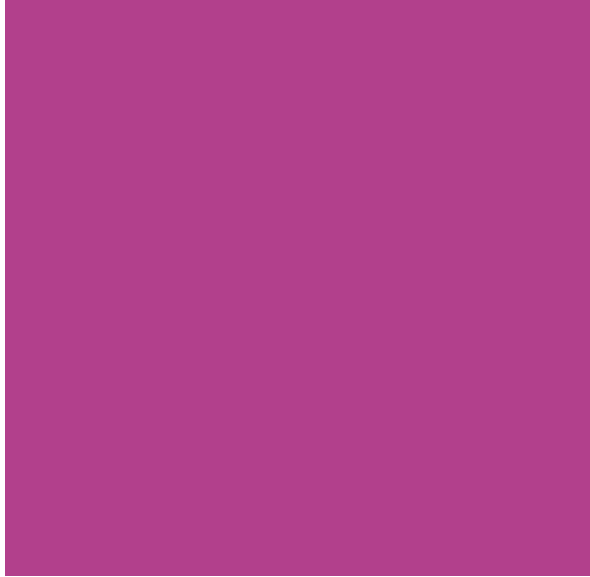
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Initiatives:
What will we do to achieve success?

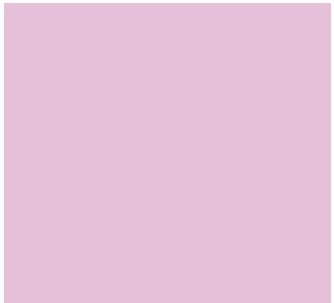
Evidence of Progress:
Impact Check #1- Fall

Evidence of Progress:
Impact Check #2- Winter

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



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



Charter Funding - Strategic Support

-SGT Request Form-

School:	Marietta Sixth Grade Academy		
Amount Requested:	\$36,780	Date of SGT Approval/Vote ¹ :	9/12/25

Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

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

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

Implementation: (Project Activities – including any Enhanced Roles ²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
New Teacher Facilitator STEM/STEAM Coordinator, Extend Day Program, benefits	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	\$9,145
Student Activities, PBIS, Club Wednesday, Service as Action, Honors Days, Literacy Initiative, and Building Wide supports	Community Collaboration/Human Resources	Establish a sense of community and positive climate	Maintain CCRPI five star climate rating	\$10,000
Lighthouse, AMLE travel	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	\$3,080
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	\$8,000
Technology related resources	Student Achievement	Improve learning outcomes for at-risk students	Improve course passing rates and EOG/MAP outcomes	\$1,000
				\$36,780

Charter Funding - Strategic Support

-SGT Request Form (continued) -

Evaluation/RO³: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

SGT Chair Signature

Principal Signature

Superintendent (or Designee) Signature

Date

¹ SGT approval of Charter Funding requests must be reflected in the SGT minutes.

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

³ Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

