School Improvement Plan

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

School Name: Marietta Middle School
School Year: 2021-2022

DRAFT COPY
Members

Dr. Dayton Hibbs: Principal

Mr. Anthony Booker: Assistant Principal

Ms. Tammie Harris-Roach: Assistant Principal

Ms. Candice Taylor: Science Coach

Dr. Kyra Caldwell Templeton: Language Arts Coach

Ms. Mary Thurman: Assistant Principal

Ms. Tamiko Godwin: Assistant Principal

Ms. Jill Sims- MYP Coordinator

Ms. Lauren Thornton: Mathematics Coach

Dr. Lisa Cox, Student Support Specialist

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# Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ellen Mayer</td>
<td>ELA</td>
</tr>
<tr>
<td>Andrea Ellis</td>
<td>Math</td>
</tr>
<tr>
<td>Kathryn Bouchard</td>
<td>Science</td>
</tr>
<tr>
<td>Sally Stone</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Jamie Watson</td>
<td>Reading Support</td>
</tr>
<tr>
<td>Natalie Darbey</td>
<td>ELA</td>
</tr>
<tr>
<td>Lance Stewart</td>
<td>Math</td>
</tr>
<tr>
<td>McKinley Johnson</td>
<td>Science</td>
</tr>
<tr>
<td>Lela Horne</td>
<td>ESOL</td>
</tr>
<tr>
<td>Marcia Brunet</td>
<td>Math Support</td>
</tr>
</tbody>
</table>
## Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neddra Hardaway</td>
<td>CTAE Electives</td>
</tr>
<tr>
<td>Alana McLemore</td>
<td>PBIS Coach</td>
</tr>
<tr>
<td>Ms. Margarita Poche</td>
<td>Counselor</td>
</tr>
<tr>
<td>Methany Thornton</td>
<td>7 Mindsets Coach</td>
</tr>
<tr>
<td>Dr. Andrea Francis</td>
<td>Counselor</td>
</tr>
<tr>
<td>Ms. Whitney Hancock</td>
<td>Counselor</td>
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</tbody>
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*DRAFT COPY*
Needs Assessment

• Continued implementation of a guaranteed and viable curriculum to support quality tier 1 instruction.
• Growth in MAP (Measures of Academic Programs) for all students.
• Reduce the achievement gap among subgroups.
• Reduce the number of beginning learners on EOG for all subgroups.
• Increase the number of distinguished learners on EOG and EOC.
• Increase instructional hours for students by providing restorative practices as an alternative to traditional consequences.
• Improve family and community collaboration to support student achievement.
Fall 2021 MAP Growth Assessment-Reading

Marietta Middle School

<table>
<thead>
<tr>
<th>Grade (Fall 2021)</th>
<th>Total Number of Growth Events</th>
<th>Language Arts: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Comparison Periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean RIT Score</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>**</td>
</tr>
<tr>
<td>7</td>
<td>454</td>
<td>211.1</td>
</tr>
<tr>
<td>8</td>
<td>438</td>
<td>217.2</td>
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</table>

Language Arts: Reading

- Observed Growth
- Grade-Level Norms Projected Growth

Graph showing RIT Growth vs Grade with data points for each grade level.
Fall 2021 MAP Growth Assessment-Math

Marietta Middle School
Math: Math K-12

<table>
<thead>
<tr>
<th>Grade (Fall 2021)</th>
<th>Total Number of Growth Events</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Mean RIT Score</th>
<th>Standard Deviation</th>
<th>Achievement Percentile</th>
<th>Growth</th>
<th>Evaluated Against</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall 2020</td>
<td></td>
<td></td>
<td>Fall 2021</td>
<td></td>
<td></td>
<td>Growth</td>
<td>Student Norms</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td></td>
<td>**</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>446</td>
<td>213.6</td>
<td>14.1</td>
<td>44</td>
<td>218.8</td>
<td>15.0</td>
<td>44</td>
<td>5</td>
<td>0.3</td>
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<tr>
<td>8</td>
<td>436</td>
<td>223.0</td>
<td>15.4</td>
<td>63</td>
<td>228.7</td>
<td>16.3</td>
<td>57</td>
<td>4</td>
<td>0.4</td>
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</table>

Math: Math K-12

- Observed Growth
- Grade-Level Norms Projected Growth
Needs Analysis

Due to the COVID-19 pandemic, interpreting the results should factor the following:

• All students began the year with virtual instruction.
• Some students only received virtual instruction for the entire year.
• Many students received virtual instruction following interruptions due to quarantines.
• Students only received four days of direct instruction throughout the year.
• The participation rate was significantly reduced (ranging from 23% - 98% pending the school, grade, and content).
Needs Analysis

### SY21 EOG English Language Arts

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>167</td>
<td>36%</td>
</tr>
<tr>
<td>Developing</td>
<td>121</td>
<td>26%</td>
</tr>
<tr>
<td>Proficient</td>
<td>109</td>
<td>24%</td>
</tr>
<tr>
<td>Distinguished</td>
<td>66</td>
<td>14%</td>
</tr>
</tbody>
</table>

### SY21 EOG Mathematics

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>155</td>
<td>35%</td>
</tr>
<tr>
<td>Developing</td>
<td>133</td>
<td>30%</td>
</tr>
<tr>
<td>Proficient</td>
<td>108</td>
<td>24%</td>
</tr>
<tr>
<td>Distinguished</td>
<td>50</td>
<td>11%</td>
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</tbody>
</table>
Georgia Milestones

Grade 7 Math by Demographics - Proficient and Distinguished

Grade 8 Math by Demographics - Proficient and Distinguished
Strategic Plan:

<table>
<thead>
<tr>
<th>Outcomes/Goals: What will success look like for our school? (Smart Goals)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td>Increase the percentage of students performing at Proficient or Distinguished in ELA EOG to 40%. GM – 43% P&amp;D ('23) to 46% P&amp;D ('24) At least 65% of students taking the Fall 2021 Reading MAP will make growth from Fall to Spring MAP.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiatives: What will we do to achieve success?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balanced Literacy Framework</strong></td>
</tr>
<tr>
<td>Continued implementation of a guaranteed and viable literacy curriculum through the MCS vetting process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
<th><strong>Financial Efficiency Star Rating (FESR)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of students performing at Proficient or Distinguished in mathematics to 37%. GM – 40% P&amp;D ('23) to 43% P&amp;D ('24) At least 65% of students taking the Fall 2021 Math MAP will make growth from Fall to Spring MAP.</td>
<td>Increase the CCRPI FESR and academic return on investment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Financial Alignment</strong></th>
<th><strong>Prioritization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve alignment between financial expenditures and academic impact / return on investment.</td>
<td>Maintain a system of checks and balances to ensure expenditures are aligned with student priorities.</td>
</tr>
</tbody>
</table>
Balanced Literacy Framework
Continued implementation of a guaranteed and viable literacy curriculum through MCS vetting process.

Initiatives: What will we do to achieve success?

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

- Provide Reading Plus/Lexia daily intervention instruction for identified students who performed more than one grade level below.
- Provide Learning Ally to increase reading stamina for English language learners and students with disabilities.
- Implement EngageNY curriculum during daily instruction with fidelity for all students.
- Provide on-level texts with supports for English language learners and students with disabilities.
- Implement Document Based Questions (DBQ) in order to support reading, thinking critically, and writing.
- Implement Evidence, Connections, Claims, and Organization (ECCO) principles to promote critical thinking, reasoning, and evidence-based writing.
- Continue Exploratory wheel- provide a preview of career pathways, ensure IB MYP requirements, and promote greater engagement through interdisciplinary connections.
- Provide counseling, school-based mental health, mentoring, and explicit social emotional instruction through 7 Mindsets Curriculum.
- Provide Nearpod/Flocabulary, Active Classroom, and Mosa Mack to improve vocabulary acquisition, comprehension, and writing across content areas.

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

- Common formative and summative assessment to monitor progress for increased percentages of students meeting grade level expected levels of performance.
- MAP Reading Assessments- Increased percentage of students making progress meeting expected growth benchmarks from Fall>Winter>Spring.
- Formative and Summative Assessments- monthly review of data during PLC and Student Achievement Impact meetings monthly.
- Monitor completion of See Readers, Read Arounds, and IBalance in Reading Plus by ELA teachers, Reading teachers, Launch teachers, and Administration.
- Monitor Attendance, Academic Performance, and Conduct through weekly team meetings and monthly MTSS meetings.
- Decrease in the number of students in ISS and OSS.

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

- Increase percentage of students meeting expected growth benchmarks from Fall>Winter>Spring.
- Increase percentage of student subgroups who meet expected growth on MAP Reading Assessment.
- Increase percentage of students who move at least one band on ACCESS assessment.
- Increase the percentage of students performing at Proficient or Distinguished in ELA to 40%.
- Decrease the achievement gap between African American, Hispanics and Caucasians.
- Decrease the achievement gap for students categorized economically disadvantaged and/or homeless.
- Increase the number of students reading on grade level as measured by Reading Plus and MAP Lexile.
- Monitor and revise plan regularly based on student needs.
### Balanced Mathematics Framework
Continued implementation of a guaranteed and viable mathematics curriculum through MCS vetting process.

### Initiatives: What will we do to achieve success?
- Provide Ascend intervention instruction for identified students who performed more than one grade level below.
- Provide push in and innovative ESOL models for higher level ELL students.
- Implement Savvas enVision2.0 curriculum during daily instruction with fidelity.
- Continue Exploratory wheel- provide a preview of career pathways, ensure IB MYP requirements, and promote greater engagement through interdisciplinary connections.
- Provide counseling, school-based mental health, mentoring, and explicit social emotional instruction through 7 Mindsets curriculum.
- Professional learning provided in technology, instructional strategies, and differentiation to meet the needs of individual students.
- Provide Nearpod/Flocabulary and MosaMack to improve vocabulary acquisition, provide interdisciplinary connections, and support student inquiry.

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

<table>
<thead>
<tr>
<th>Evidence of progress: How will we know that the initiative is working? (Timeline)</th>
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<tr>
<td>• Common formative assessment to monitor progress for increased percentages of students meeting grade level expected levels of performance.</td>
</tr>
<tr>
<td>• MAP Math Assessments- Increased percentage of students making progress meeting expected growth benchmarks from Fall&gt;Winter&gt;Spring</td>
</tr>
<tr>
<td>• Formative and Summative Assessments- monthly review of data during PLC/ and Student Achievement Impact meetings monthly.</td>
</tr>
<tr>
<td>• Monitor achievement of objectives in Ascend.</td>
</tr>
<tr>
<td>• Monitor proficiency by subgroup data for common formative and summative</td>
</tr>
<tr>
<td>• Monitor attendance, academic performance, and conduct through weekly team meetings and monthly MTSS meetings.</td>
</tr>
<tr>
<td>• Decrease in the number of students in ISS and OSS.</td>
</tr>
</tbody>
</table>

### Outcomes: What will success look if we provide opportunities for all children (student groups)?
- Increase percentage of students meeting expected growth benchmarks from Fall>Winter>Spring.
- Increase percentage of student subgroups who meet expected growth on MAP Math Assessment.
- Decrease the achievement gap between African American, Hispanics and Caucasians.
- Decrease the achievement gap for students categorized economically disadvantaged and/or homeless.
- Increase percentage of SWD students who move from beginning to proficient.
- Increase the percentage of students performing at Proficient or Distinguished in mathematics to 37%.
- Decrease percentage of students at 3rd and 4th grade level in Ascend.
- Monitor and revise plan regularly based on student needs.
**Initiatives: What will we do to achieve success?**

- Provide high quality, job embedded professional development to support implementation of a guaranteed and viable curriculum to support MYP units of instruction.

**Professional Development**

- Provide quality professional learning on tier I instruction in content areas through professional learning communities.
- Provide explicit training for intervention programs through the use of small group support, workstations, conferencing and use of manipulatives.
- Targeted professional development provided to teachers to promote student inquiry and global connections.
- Provide professional learning opportunities in the area of synchronous learning, best practices for online learning, MAP, school climate, MYP, and PLC best practices.
- Model and monitor research-based instructional practices that positively impact student learning through identify, learn, and improve instructional coaching cycle.
- Provide explicit training for specific online learning platforms.
- Continue to recruit through Diversity Job Fair.
- Provide morale boosting incentives to retain quality personnel.
- Provide veteran mentors to new teachers.
- Provide MYP training to staff members.

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

- Progress toward TKES professional learning and achievement goals.
- Classroom observations reflect quality tier I instruction.
- MAP Growth reports show evidence of student progress at Winter and Spring.
- Evidence of implementation of small group instruction, use of manipulatives, and high leverage practices in walkthroughs.
- Completion of MYP Self-Study Questionnaire.
- Approved MYP units of instruction for each discipline.

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

- Increase percentage of students meeting expected growth in math and reading on MAP assessment.
- Increase in percentage of students scoring Proficient or Distinguished level in ELA and Math on Georgia Milestones.
- Decrease percentage of SWD students scoring Beginning in math and reading.
- Decrease percentage of ELL students scoring Beginning in math and reading.

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

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

**Strategic Plan: Marietta Middle School**
Initiatives: What will we do to achieve success?

- Improve home-school communication and processes to engage families through an increase in strategic social media messaging.
- Implement effective parent and family engagement strategies for parents of all subgroups through online platforms, family nights and conferences.
- Develop, implement, and monitor school communications plan.
- Engage parent liaison to increase parent communication, collaboration, and build school culture.
- Establish a common vision and mission that define the school culture and guide continuous improvement.
- Facilitate effective transition events for students from MSGA to MMS and MMS to MHS.

Communication: Leverage digital platforms to improve quality of school communications.

- Social media analytics reviewed monthly in team leader meetings.
- Increase readership of the MMS Blue Devil Blog.
- Increase participation in family engagement survey (yearly).
- Increase in percentage of parents who attend virtual and face to face events throughout the year to include family engagement and PTSA.

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)

- Increase family involvement in student activities.
- Increase usage by parents and community of our digital platforms.
- Positive community perception of school.
- Maintain satisfactory star rating for school climate on the CCRPI.

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

COMMUNITY COLLABORATION
Increase community engagement across the district.
**Budget Processes**
Maintain effective internal budgeting processes for the expenditure of consolidated and charter funds.

- Maintain the implementation of a collaborative budget development process inclusive of coaches, administrators, and teacher leaders.
- Conduct ongoing budget meetings with appropriate school personnel.
- Engage the MMS SGT for the strategic expenditure of charter funds.
- Collaborate with Central Office Finance Department to align school and district processes.

**Prioritization**
Maintain a system of checks and balances to ensure expenditures are aligned with student priorities.

- Establish a comprehensive consolidated budget that includes funding allocations reflective of school priorities.

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

- Stakeholders will be able to communicate expenditures regularly.
- Monthly budget updates maintained by MMS bookkeeper
- MMS SGT meeting minutes

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

- Analyze teacher and student usage of implemented resources (weekly).
- Monitor the fidelity of implementation for all purchases of curricula (ongoing).

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

- Resources aligned to student growth and achievement will improve outcomes in reading and mathematics.