



GEORGIA LIGHTHOUSE SCHOOL TO WATCH MARIETTA SIXTH GRADE ACADEMY—VISITOR’S GUIDE

Marietta Sixth Grade Academy



Re-designated in 2016 through 2019

Marietta Sixth Grade Academy • Marietta City Schools • Cobb County • GA • Principal: Corey W. Lawson • 340 Aviation Road, Marietta, GA 30060 • Phone (770) 429-3115, Fax: 770-218-3706

www.msga.marietta-city.org

2016-2017 School Statistics

(Source: ASPEN)

- **Community:** Suburb of Atlanta, Cobb Co, GA
- **Enrollment:** 678
- **Stability:** 93%
- **Mobility:** 12%
- **Grade Level:** 6th
- **School Schedule:** Rotating A/B 6 period day
- **Student Demographics by Percentages:**

Race	Gender	Service	Lunch
African American 48%	Female 53%	Gifted 18%	Free 48% Reduced 5%
Hispanic 31%		EL 5%	
White 18%	Male 47%	IEP 13%	
Other 3%		504 3%	

- ☆ Middle Years Programme (MYP) IB World School
- ☆ Science Technology Engineering Mathematics (S.T.E.M.) Certified Program
- ☆ Awarding winning Fine Arts Programs
- ☆ 2016 Greatest Gains-Platinum School
- ☆ 2016 CCRPI 80.2; School Climate Rating-3 Stars

School Characteristics and Replicable Practices

Academic Excellence

- All students in the school are held to high levels of academic and behavioral expectations.
- The IB program requires thematic units of instruction and inquiry-based learning.
- Different levels of academic rigor allow students to work to their potential. Students may qualify for an advanced class based on test scores, grades and other important criteria.
- Collaborative planning time is used by interdisciplinary teams and by different departments on a consistent, weekly basis.
- The disaggregation and analysis of data are key professional learning tasks by interdisciplinary teams.
- Remedial Education Program (REP) and support classes (Mathematics and Reading Connections), as well as small group before and after school tutoring sessions, are offered for students requiring/desiring extra help.
- Differentiated instruction in all classrooms with an emphasis on 21st century skills and tools.
- Teachers strive to reach all types of learners. An abundance of hands-on activities for kinesthetic learners, as well as video streaming, lecture, note taking, project-based collaborative activities.
- All teachers are members of PLC's and have planning sessions on a regular basis throughout the year.
- School wide data driven quarterly meetings with the purpose of analyzing student data in order to improve classroom instruction.





Developmental Responsiveness

- Student-led conferencing throughout the school. This helps develop voice, confidence, ownership, and responsibility.
- Over 20 student clubs offered by faculty and staff that engage students and promote the IB Learner Profiles in productive and meaningful activities and projects.
- Teachers spend a great deal of time with students setting goals, reflecting on their success in meeting those goals, and monitoring their progress during advisement class.
- A full-time parent liaison keeps stakeholders informed, helps parents stay connected to the school and conducts home visits as needed.
- An “induction ceremony” of 5th graders to assist with transition to their new school.
- The many different parent and student information meetings, activities, and tours, each spring to assist in the transition of all 5th graders coming from 8 different elementary schools.
- Parent – Student classes are offered on topics throughout the year based on a needs assessment.
- The rigor involved in the IB program, particularly as it is related to the interdisciplinary units and community service requirements.
- Interdisciplinary teams with common planning time each week to discuss students and their academic achievements and challenges, as well as their behavior and emotional and social well-being.



Social Equity

- A school climate that is warm and inviting. High teacher morale and pride in the school.
- Quarterly recognition programs allow students to be recognized for things such as character, citizenship, and academics.
- Highly qualified teachers and specialists that promote 21st century skills.
- Teachers use a variety of instructional strategies, with many of these strategies requiring students to collaborate with fellow classmates and to engage in hands-on learning.
- The faculty and student body are very diverse and interact well with one another.
- The faculty holds high expectations for ALL students and the school is structured in a way that responds to the expectations of the community it serves.
- Students are proud of the school and feel their work is challenging and engaging.
- Gifted and talented students are enrolled in advanced and enhanced courses.
- Positive Behavior Interventions and Support (PBIS) is a reward program in which all students have the opportunity to be recognized for demonstrating established behavior expectations.



Organizational Supports

- Faculty members are part of the School Improvement Team and have input into the development of the School Improvement Plan.
- School Improvement Specialist/MYP Coordinator
- A data wall in the main hallway for all subjects for the last 3 years. A Response to Intervention data wall with updated progress. Response to Intervention data is also maintained on the T: drive allowing all staff members access as needed to school-wide and individual student information. Data team and team meetings are held weekly in order to maintain updated progress.
- A School Improvement Network that is aligned to individual PLC work, the School Improvement Plan and Teacher Evaluation, with established expectations and calendar of events.
- Monthly electronic newsletter, weekly mini-hard copy of upcoming dates, active school Facebook and Twitter accounts, along with Aspen email blast of major events, phone messages, school marquee, etc.
- School and teacher websites with an online grade book program
- A School Governance Team comprised of teachers, parents, administrators, and community/business partners that meet monthly with the goal of increasing student achievement through innovations.
- Fall, Winter, and Spring screeners given to all students via MAP