School Strategic Plan

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

School Name: Marietta Sixth Grade Academy
School Year: 2018-2019
<table>
<thead>
<tr>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corey Lawson, Principal</td>
</tr>
<tr>
<td>Tamara Edwards, SIS/MYP Coordinator</td>
</tr>
<tr>
<td>Candice Taylor, Science Coach</td>
</tr>
<tr>
<td>Lauren Thornton, Math Coach</td>
</tr>
<tr>
<td>Carrie Anderson, Fine Arts PLC Lead</td>
</tr>
<tr>
<td>Miriam Hyppolite, Asst. Principal</td>
</tr>
<tr>
<td>Karen Brogan, SS PLC CF</td>
</tr>
<tr>
<td>Kyra Caldwell Templeton, ELA Coach</td>
</tr>
<tr>
<td>Linda Turner, ELA PLC IF</td>
</tr>
</tbody>
</table>
## Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Haggard</td>
<td>World Lang. PLC Co-Lead</td>
</tr>
<tr>
<td>Victoria Collins</td>
<td>World Lang. PLC Co-Lead</td>
</tr>
<tr>
<td>Carrie Hedrick</td>
<td>Science PLC IF</td>
</tr>
<tr>
<td>Teresa Winters</td>
<td>Team 6-2 Lead</td>
</tr>
<tr>
<td>Tracy Brooking</td>
<td>Team 6-4 Lead</td>
</tr>
<tr>
<td>Darrell Salamon</td>
<td>Team 6-3 Lead</td>
</tr>
<tr>
<td>Greg Boughton</td>
<td>Magnet PLC Lead</td>
</tr>
<tr>
<td>Valarie Gutierrez</td>
<td>Science PLC TF</td>
</tr>
<tr>
<td>Tamala Wells</td>
<td>Math Conn. PLC Lead</td>
</tr>
<tr>
<td>Ayesha Wallace</td>
<td>Reading Conn. PLC Lead</td>
</tr>
<tr>
<td>Members</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jack Benton, Science Teacher</td>
<td></td>
</tr>
<tr>
<td>George Maczko, Math Teacher</td>
<td></td>
</tr>
<tr>
<td>Mia Henderson, SpEd PLC</td>
<td></td>
</tr>
<tr>
<td>Bambi Papp, Climate Coach (Tier 2)</td>
<td></td>
</tr>
<tr>
<td>Robert Pinto, IT Coach</td>
<td></td>
</tr>
<tr>
<td>Kelvin Knight, Math PLC TF</td>
<td></td>
</tr>
<tr>
<td>Beverly Comer, Math PLC IF</td>
<td></td>
</tr>
<tr>
<td>Donna Young, SGT Chair</td>
<td></td>
</tr>
<tr>
<td>Tye Burnett, SGT Community Member</td>
<td></td>
</tr>
<tr>
<td>Tootie Berniard, Secy to Principal/Registrar</td>
<td></td>
</tr>
</tbody>
</table>
needs analysis

MCS Grade 6 English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished Learners</td>
<td>10%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Proficient Learners</td>
<td>32%</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>Developing Learners</td>
<td>29%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>Beginning Learners</td>
<td>28%</td>
<td>29%</td>
<td>29%</td>
</tr>
</tbody>
</table>

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

Mathematics

Progress Towards English Language Proficiency

Legend:
- Subgroup met improvement target
- Subgroup made progress but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

<table>
<thead>
<tr>
<th>Progress Levels</th>
<th>Scores, Targets, and Flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>38.00</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>Too Few Students</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>Too Few Students</td>
</tr>
<tr>
<td>Black</td>
<td>Too Few Students</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33.72</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>32.93</td>
</tr>
<tr>
<td>English Learners</td>
<td>38.00</td>
</tr>
<tr>
<td>Students With Disability</td>
<td>Too Few Students</td>
</tr>
</tbody>
</table>
Needs Analysis

MCS Grade 6 Mathematics

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

- ALL STUDENTS
  - 99.32% Participation Rate
  - 73.59 Score
  - 68.07 Target

MATHEMATICS

- AMERICAN INDIAN / ALASKAN NATIVE
  - Too Few Students Participation Rate
  - Too Few Students

- ASIAN / PACIFIC ISLANDER
  - 100.00% Participation Rate
  - 100.00 Score
  - Too Few Students

SCIENCE

- BLACK
  - 99.52% Participation Rate
  - 61.59 Score
  - 57.61 Target

- HISPANIC
  - 98.65% Participation Rate
  - 62.59 Score
  - 58.25 Target

SOCIAL STUDIES

- MULTI-RACIAL
  - 100.00% Participation Rate
  - 88.90 Score
  - 75.75 Target

- WHITE
  - 96.77% Participation Rate
  - 100.00 Score
  - 90.00 Target

- ECONOMICALLY DISADVANTAGED
  - 99.56% Participation Rate
  - 58.43 Score
  - 54.52 Target

- ENGLISH LEARNERS
  - 100.00% Participation Rate
  - 48.21 Score
  - 34.46 Target

- STUDENTS WITH DISABILITY
  - 98.76% Participation Rate
  - 37.78 Score
  - 32.75 Target

Legend:
- Subgroup met 8th improvement target
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.
Needs Analysis

**How is this school performing on climate?**

<table>
<thead>
<tr>
<th>HOW DID THE SCHOOL PERFORM ON EACH CLIMATE INDICATOR?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legend</strong></td>
</tr>
<tr>
<td><strong>ID</strong> Incomplete Data – Data are not complete</td>
</tr>
<tr>
<td><strong>IP</strong> Insufficient Participation – Minimum participation not met</td>
</tr>
<tr>
<td><strong>LI</strong> Low Incidence – Count of incidents reported was significantly lower as compared to all schools</td>
</tr>
<tr>
<td><strong>LP</strong> Low Participation – Minimum survey participation requirement not met</td>
</tr>
<tr>
<td><strong>NA</strong> Not Applicable – Sub-indicator is not applicable.</td>
</tr>
<tr>
<td><strong>NP</strong> No Participation – No participation for this indicator</td>
</tr>
<tr>
<td><strong>NS</strong> No Score – School does not receive a score</td>
</tr>
</tbody>
</table>

**Survey**
- Hide survey data
- Teacher / Staff / Administrator: 79.16
- Parent: 82.81
- Student: 74.96

**Discipline**
- Hide discipline data
- Weighted Suspension Rate: 89.70

**Safe and Substantive-Free Learning Environment**
- View safe and substance-free learning environment data
- 90.31

**Attendance**
- View attendance data
- 96.18

**Additional Considerations**
- View additional considerations data
- N/A
Needs Analysis

Classroom Observation Scores (fall 2016 to spring 2017)

2017-18 Positive to Negative Teacher-to-Student Interactions Percentages
Needs Analysis

Parent/Student Conference Statistics (percentage of parents that attend student-led conferences)

- Fall
- Spring

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td></td>
<td>97%</td>
</tr>
<tr>
<td>2017-18</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan:

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

**Literacy**
At least 80% of 6th grade students taking the Fall 2018 Reading MAP will meet their individual growth projection on the Spring 2019 Reading MAP.
At least 46% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

**School Climate/Teacher-to-Student Relationships**
At least 80% of classrooms observed in the fall and the spring will meet 4:1 positive to negative teacher-to-student interactions expectation.

**Community Engagement:**
MSGA will maintain at least 90% participation rate in student-led conferences.

**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.

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

**Literacy Framework**
*Implement EngageNY curriculum that utilizes researched based strategies to address the needs of all students.*

**Professional Development:**
Quality professional development opportunities provided throughout the school year focused on school climate, classroom management, and building teacher-to-student relationships.

**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.
**Math**

At least 80% of 6th grade students taking the Fall 2018 Reading MAP will meet their individual growth projection on the Spring 2019 Reading MAP.

At least 47% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

*MATH*  
Implement math instruction that utilizes researched based strategies to address the individual needs of all students.
1. **Implementation of EngageNY** provided for all students.
2. Provide Lexia daily intervention for EL students who scored Levels 1-3 ACCESS 2018.
3. Collaborative and distributive facilitation among content professional learning communities will target improvement in CIAT (curriculum, instruction, assessment, and technology) using evidence-based practices.
4. Implementation of ReadingPlus for students identified through everyday and every other day reading connections.
5. Implementation of DefinedStem interdisciplinary project based learning that provides students the opportunity to deepen their thinking and make real world connections (IB MYP, Design).
6. Provide Newsela, BrainPop, Flocabulary, Gizmos, and Active Classroom to improve vocabulary acquisition, talking and writing about meaning of text, and matching readers with texts (Lexiles).

**Literacy**

1. EngageNY common summative assessments reviewed during quarterly data reviews.
2. Coaches and coordinators will provide walkthrough data on the implementation of EngageNY on a monthly basis.
3. Lexia monitoring usage and growth on a monthly basis.
4. Reading Plus teachers will complete monthly progress tracking checkpoints.
5. MAP Reading Assessments – increased number of students meeting expected growth from Fall>Winter>Spring.
6. Teachers implement 1-2 DefinedStem tasks throughout the school year to make real world and interdisciplinary connections (IB MYP, Design).

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

1. The percentage of students meeting Measures of Academic Progress (MAP) Project Growth Percentiles will increase from fall to 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. Increased number of EL students move one band on ACCESS assessment.
5. Increase number of students meeting expected growth on MAP Reading.
6. The percentage of students meeting Measures of Academic Progress (MAP) Project Growth Percentiles will increase from fall to spring.
7. At least 80% of 6th grade students taking the Fall 2018 Reading MAP will meet their individual growth projection on the Spring 2019 Reading.
8. At least 46% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

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

1. **Collaborative and distributive facilitation** among content professional learning communities will target improvement in CIAT (curriculum, instruction, assessment, and technology) using evidence-based practices.
2. Implementation of **FastMath** for students identified through everyday and every other day math connections.
3. Implementation of **common formative assessments** used to drive instruction in math.
4. **Professional learning** provided in technology, instructional strategies, and differentiation to meet the needs of individual students.
5. Implementation of **DefinedStem** interdisciplinary project based learning that provides students the opportunity to deepen their thinking and make real world connections. (IB MYP, Design)

**Math**

**STUDENT ACHIEVEMENT**

Prepare every student for college and career success.

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

- Coaches will provide walkthrough observation data and follow-up professional learning on a monthly basis.
- MAP Math Assessments – increased number of students meeting expected growth from Fall>Winter>Spring
- **FastMath** teachers will provide monthly progress tracking checkpoints on individual student progress.
- Teachers implement 1-2 DefinedStem tasks throughout the school year to make real world and interdisciplinary connections (IB MYP, Design)

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

1. The percentage of students meeting Measures of Academic Progress (MAP) Project Growth Percentiles will increase from fall to 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. Increased number of EL students move one band on ACCESS assessment.
5. Increase number of students meeting expected growth on MAP Math.
6. The percentage of students meeting Measures of Academic Progress (MAP) Project Growth Percentiles will increase from fall to spring.

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

1. Providing professional development opportunities to teachers in the areas of MAP, School Climate, IB MYP, Lighthouse
2. School Climate/PBIS committee sharing office referral data through monthly faculty meetings.
3. ARM (Academic Review Meetings) school improvement initiative focuses on building relationships with selected students to improve academic outcomes.
4. New Teacher Facilitator will provide support and monthly training on PBIS procedures consistent at MSGA.
5. Provide incentives, such as, Zero Referral Celebrations to increase positive behavior, build stronger relationships, and produce correlating positive academic outcomes.
6. Continue and refine 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)

**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)**

1. 4:1 Walkthrough observation data
2. Office Referral data
3. Sharing of professional development opportunities with colleagues on professional learning days or in PLC's
4. ARM data (attendance, academic progress, conduct, etc.) shared through SSIP
5. Review number of students attending Zero Referral Celebrations

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

At least 80% of classrooms observed in the fall and the spring will meet 4:1 positive to negative teacher-to-student interactions expectation.
**Community Engagement**

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

1. **Critical actions:** What major actions will we complete and by when (student groups)?
   - Spanish and Portuguese translators provided for conference week.
   - 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 sent by Parent Liaison through email and social media to keep families aware of school business.
   - Parent Liaison provides family engagement strategies to teachers and staff on monthly basis.

2. **Evidence of progress:** How will we know that the initiative is working? (Timeline)
   - Increase in participation in student-led conferences.
   - Increased involvement in Side by Side Workshops.
   - An increase in PTSA membership.
   - Increased attendance in PTSA sponsored activities.
   - Increase in participation in surveys.
   - Increase in parent volunteers at school related activities.

3. **Outcomes:** What will success look if we provide opportunities for all children (student groups)?
   - MSGA will maintain at least 90% participation rate in student-led conferences.
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 MYP Leadership team.

Budget

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

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 MYP Leadership team.

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

1. All stakeholders will be able to communicate expenditures through monthly meetings.
2. Analyze teacher and student usage of resources that were implemented on a quarterly basis.
3. Review the return on investment with all expenditures made throughout the year.

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

MSGA will establish a fiscally responsible and balanced budget monitored on a bi-monthly basis.
**Charter Funding - Strategic Support**

- **SGT Request Form**-

<table>
<thead>
<tr>
<th>School:</th>
<th>Marietta Sixth Grade Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Requested:</td>
<td>$36,880 based on 668 Enrollment: See Budget information and breakdown below</td>
</tr>
<tr>
<td>Date of SGT Approval/Vote:</td>
<td>September 21, 2018/5-0</td>
</tr>
</tbody>
</table>

**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.

Marietta Sixth Grade Academy will use charters funds to support increased student achievement. Funds will also be used to support middle grades innovations through Collaboration, Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes.

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

<table>
<thead>
<tr>
<th>Implementation: (Project Activities – including any Enhanced Roles$)</th>
<th>Strategic Plan Alignment:</th>
<th>Program Effectiveness: (Project Outcomes)</th>
<th>Program Impact: (Long-term Outcomes)</th>
<th>Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Facilitator</td>
<td>Human Resource</td>
<td>Decrease teacher attrition</td>
<td>&gt;3-5 years of teacher retention</td>
<td>$2,000 per year</td>
</tr>
<tr>
<td>Extended Day Coordinator</td>
<td>Student Achievement</td>
<td>Increase pre-post achievement levels</td>
<td>Reduce the achievement gap</td>
<td>$4,000 per year</td>
</tr>
<tr>
<td>Enhanced PLC Facilitators</td>
<td>Human Resource</td>
<td>Increase student achievement</td>
<td>Decrease Beg, Dev; Increase Prof, Disting</td>
<td>$3,000 per year</td>
</tr>
<tr>
<td>Student activities /experiences (i.e. Clubs Town Halls, Honors Day)</td>
<td>Student Achievement/Community Collab</td>
<td>Equity for all students</td>
<td>Positive School Climate</td>
<td>$7,000 per year</td>
</tr>
<tr>
<td>Focused Staff Professional Development</td>
<td>Human Resources/Student Ach. All Areas</td>
<td>Student Growth goals attainment Achieve Redesignation II</td>
<td>Reduce achievement gap</td>
<td>$3,500 per year</td>
</tr>
<tr>
<td>Lighthouse School to Watch</td>
<td></td>
<td></td>
<td>Sustain as an Effective Middle School Program</td>
<td>$6,500 (one year)</td>
</tr>
<tr>
<td>Competitive Innovation Grants-Top 3</td>
<td>Fiscal Responsibility/Student Ach./Comm. Rel.</td>
<td>Increase student achievement</td>
<td>Increase Lexile, decrease Beg-Dev; Increase Prof-Disting.</td>
<td>$2,500/per Team or $400/teacher</td>
</tr>
<tr>
<td>Discretionary</td>
<td></td>
<td></td>
<td></td>
<td>+/-$1,500</td>
</tr>
</tbody>
</table>

$Competitive Innovation Grants-Top 3 = $2,500 per Teacher or $400 per teacher.

Enhanced Fiscal Responsibility/Student Achievement/Comm. Rel. = $2,500 per year.
Charter Funding - Strategic Support
-SGT Request Form (continued) -

**Evaluation/RO**: 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.

The listed projects will be measured by the following applicable metrics: % of new teacher attrition, student attendance/participation data, Reading and Math intervention data, MAP growth data, Pass/Fail % rates across all content areas and re-designation outcomes and feedback.

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1 SGT approval of Charter Funding requests must be reflected in the SGT minutes.
2 All Enhanced Roles must be reflected in the attached 2018-19 Enhanced Roles excel file, which must be submitted with this form.
3 Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.
# Schoolwide School Improvement Plan-Combining Funds

**How the school will meet the Intent and Purpose of each funding source?**

- Please indicate the programs and items that will be supported with your consolidated funds. Make sure the programs/items meet the intent and purpose of each program.
- Attach template for **EACH** school consolidating funds to the Consolidated Application

<table>
<thead>
<tr>
<th>District Name:</th>
<th>Marietta City Schools</th>
<th>Fiscal Year:</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Marietta Sixth Grade Academy</td>
<td>Date Submitted:</td>
<td>9/20/18 Revised 11/29/18</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>Grades 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe how the intent and purpose for each consolidated funding source will be met by the school

<table>
<thead>
<tr>
<th>Program</th>
<th>Intent and Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td>Improve academic achievement through parent involvement activities, parent liaison, extended day tutoring, focused academic and behavior interventions, data driven interventions, small groups instruction, instructional coaches, and web-based resources to support content learning</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Improve teacher quality through mentor/induction program, professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities, and extended planning focused on curriculum design and instructional</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Improve English proficiency and achievement of English Learners through professional development on differentiation of instruction utilizing language acquisition models, focused intervention time, small group instruction, ACCESS data analysis, and WIDA standards training</td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td>Provides students with access to well-rounded education through STEM implementation, technology integration, preventive truancy resources, college and career awareness, PBIS framework, and school safety training</td>
</tr>
</tbody>
</table>

**Signatures**

<table>
<thead>
<tr>
<th>Title I Director</th>
<th>Date</th>
<th>Title II Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III Director</td>
<td>Date</td>
<td>Superintendent</td>
<td>Date</td>
</tr>
<tr>
<td>Principal</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>