School Improvement Plan

Marietta Sixth Grade Academy

2020-2021
Members

Corey Lawson, Principal

Tamara Edwards, SIS/MYP Coordinator

Bambi Papp, Extended Day Learning Coordinator, PBIS Climate Coach, SGT Teacher Rep.

Kyra Caldwell Templeton, ELA Coach

Carrie Anderson, Fine Arts PLC Lead

Miriam White, Asst. Principal

Karen Brogan, SS PLC Lead, New Teacher Facilitator

Lauren Thornton, Math Coach

Victoria Hunter, Parent Liaison

Samantha Haggard, World Lang. PLC Lead
Members

Carrie Hedrick, 6-1 Team Leader

Teresa Winters, 6-2 Team Leader

Darrell Salamon, 6-3 Team Leader

Amy Miller, 6-4 Team Leader, STEM/STEAM Coordinator

Lakisha Edwards, 6-6 Team Leader, ESOL PLC Lead

Tamala Wells, Math Connections PLC Lead

Ayesha Wallace, Reading Connections PLC Lead

Amy Thompson, Science PLC Lead

Greg Boughton, 6-5 Team Leader

Mia Henderson, TSS
Members

Tootie Berniard, Secretary to Principal/Registrar, Program Supports
Eddie Lewis, SGT Co-Chair

Tye Burnett, SGT Community Member
Tangela Jones, SGT Parent

Leigh Hall, SGT Parent Member

Matthew Forrester, 504 Coordinator, Gifted Liaison
Needs Assessment

- 80% passing rate in core content classes
- Growth in MAP (Measures of Academic Progress) for all students
- Reduce achievement gap among subgroups
- Increase the number of Distinguished Learners on the EOG
- Reduce the number of Beginning Learners on the EOG
- Improve parent involvement and community collaboration to support student outcomes.
- Obtain 5 Star Climate Rating on CCRPI.
Needs Assessment-Reading EOG

**English Language Arts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginning Learners</th>
<th>Developing Learners</th>
<th>Proficient Learners</th>
<th>Distinguished Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>29%</td>
<td>32%</td>
<td>31%</td>
<td>12%</td>
</tr>
<tr>
<td>2018</td>
<td>29%</td>
<td>32%</td>
<td>31%</td>
<td>12%</td>
</tr>
<tr>
<td>2019</td>
<td>21%</td>
<td>30%</td>
<td>31%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**How Did Student Groups in the School Perform?**

**English Language Arts**

<table>
<thead>
<tr>
<th>Score</th>
<th>Target</th>
<th>Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.35</td>
<td>65.25</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Target</th>
<th>Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>Score</th>
<th>Target</th>
<th>Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.88</td>
<td>90.00</td>
<td></td>
</tr>
</tbody>
</table>

**Social Studies**

<table>
<thead>
<tr>
<th>Score</th>
<th>Target</th>
<th>Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.93</td>
<td>53.10</td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- ▢ Subgroup met ELP 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

*Flag is only available for economically disadvantaged, English learners, and students with disabilities.
Needs Assessment-Reading EOG

2019 Grade 6 ELA

Grade 6 ELA - Mean Scale Score
Needs Assessment - Reading EOG

Grade 6 ELA by Demographics - Proficient and Distinguished

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>39%</td>
<td>41%</td>
<td>48%</td>
</tr>
<tr>
<td>All Regular Program</td>
<td>43%</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td>EL</td>
<td>6%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>SWD</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Female</td>
<td>29%</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Male</td>
<td>44%</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>Asian</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Black</td>
<td>29%</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>47%</td>
<td>45%</td>
<td>67%</td>
</tr>
<tr>
<td>White</td>
<td>73%</td>
<td>83%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Needs Assessment - Reading

Marietta Sixth Grade Academy
Language Arts: Reading

<table>
<thead>
<tr>
<th>Grade (Fall 2020)</th>
<th>Growth Count</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
<th>Growth Count</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
<th>Observed Growth</th>
<th>Observed Growth SD</th>
<th>Projected Growth</th>
<th>School Conditional Growth Index</th>
<th>School Conditional Growth Percentile</th>
<th>Growth Evaluated Against</th>
<th>Student Norms</th>
<th>Student Median Conditional Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>498</td>
<td>206.6</td>
<td>16.7</td>
<td>62</td>
<td>211.6</td>
<td>16.5</td>
<td>58</td>
<td>5</td>
<td>5.8</td>
<td>-0.47</td>
<td>32</td>
<td>498</td>
<td>245</td>
<td>49</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

Marietta City Schools
A Georgia Charter System
Needs Assessment - Math EOG

Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginning Learners</th>
<th>Developing Learners</th>
<th>Proficient Learners</th>
<th>Distinguished Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>20%</td>
<td>15%</td>
<td>40%</td>
<td>6%</td>
</tr>
<tr>
<td>2018</td>
<td>18%</td>
<td>15%</td>
<td>45%</td>
<td>10%</td>
</tr>
<tr>
<td>2019</td>
<td>15%</td>
<td>20%</td>
<td>40%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Achievement Levels

- **Score**: 75.99
- **Target**: 60.07
- **Flag**: ✔️

**Mathematics**

- All Students
  - Score: 75.99
  - Target: 60.07
  - Flag: ✔️

- American Indian/Alaska Native
  - Participation Rate: 85%
  - Target: 85%
  - Flag: ✔️

- Asian/Pacific Islander
  - Participation Rate: 100%
  - Target: 100%
  - Flag: ✔️

- Black
  - Participation Rate: 65%
  - Target: 65%
  - Flag: ✔️

- Hispanic
  - Participation Rate: 70%
  - Target: 70%
  - Flag: ✔️

- Multiracial
  - Participation Rate: 85%
  - Target: 85%
  - Flag: ✔️

- White
  - Participation Rate: 100%
  - Target: 100%
  - Flag: ✔️

- Economically Disadvantaged
  - Participation Rate: 90%
  - Target: 90%
  - Flag: ✔️

- English Learners
  - Participation Rate: 90%
  - Target: 90%
  - Flag: ✔️

- Students with Disability
  - Participation Rate: 80%
  - Target: 80%
  - Flag: ✔️

Legend:
- Subgroup met 60% improvement target
- Subgroup met 65% improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

The flag is only available for Economically Disadvantaged, English Learners, and Students with Disability.
Needs Assessment-Math EOG

2019 Grade 6 Math

- All Students: 665 (15% Beginning, 27% Developing, 43% Proficient, 16% Distinguished)
- All Regular Program: 580 (16% Beginning, 30% Developing, 50% Proficient, 10% Distinguished)
- EL: 52 (48% Beginning, 15% Developing, 41% Proficient, 7% Distinguished)
- SVD: 75 (32% Beginning, 14% Developing, 34% Proficient, 12% Distinguished)
- Female: 312 (15% Beginning, 28% Developing, 45% Proficient, 13% Distinguished)
- Male: 343 (14% Beginning, 27% Developing, 41% Proficient, 18% Distinguished)
- Asian: 15 (40% Beginning, 24% Developing, 53% Proficient, 3% Distinguished)
- Black: 238 (24% Beginning, 25% Developing, 52% Proficient, 4% Distinguished)
- Hispanic: 260 (25% Beginning, 25% Developing, 53% Proficient, 3% Distinguished)
- Multiracial: 24 (33% Beginning, 33% Developing, 33% Proficient, 15% Distinguished)
- White: 116 (46% Beginning, 18% Developing, 34% Proficient, 13% Distinguished)

Grade 6 Math - Mean Scale Score

Needs Assessment-Math EOG

Grade 6 Math by Demographics - Proficient and Distinguished

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>38%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>All Regular</td>
<td>40%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Program</td>
<td>0%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>EL</td>
<td>14%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>SWD</td>
<td>37%</td>
<td>46%</td>
<td>43%</td>
</tr>
<tr>
<td>Female</td>
<td>38%</td>
<td>37%</td>
<td>41%</td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td>37%</td>
<td>41%</td>
</tr>
<tr>
<td>Asian</td>
<td>28%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>Black</td>
<td>30%</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>78%</td>
<td>62%</td>
<td>65%</td>
</tr>
<tr>
<td>White</td>
<td>75%</td>
<td>78%</td>
<td>80%</td>
</tr>
</tbody>
</table>
**Needs Assessment - Math MAP**

Projected to: Georgia Milestones taken in spring.

Visit Linking Study: [https://www.nwea.org/resources/georgia-linking-study/](https://www.nwea.org/resources/georgia-linking-study/)

### Marietta Sixth Grade Academy

**Math: Math K-12**

<table>
<thead>
<tr>
<th>Grade (Fall 2020)</th>
<th>Growth Count</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Growth</th>
<th>Grade-Level Norms</th>
<th>Growth Evaluated Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>509</td>
<td>211.1</td>
<td>14.9</td>
<td>61</td>
<td>213.9</td>
</tr>
</tbody>
</table>

**Observed Growth**

- Grade-Level Norms Projected Growth

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**Projected Growth**

- Grade-Level Norms Projected Growth
**Strategic Plan:**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT ACHIEVEMENT</strong></td>
<td>Prepare every student for college and career success.</td>
</tr>
<tr>
<td><strong>HUMAN RESOURCES</strong></td>
<td>Recruit and retain effective teachers and staff who meet the district's diverse needs.</td>
</tr>
<tr>
<td><strong>COMMUNITY COLLABORATION</strong></td>
<td>Increase community engagement across the district.</td>
</tr>
<tr>
<td><strong>FISCAL RESPONSIBILITY</strong></td>
<td>Establish fiscal processes that align to the needs of students and staff.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Literacy</th>
<th>School Climate</th>
<th>Parent Engagement</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 70% of 6th grade students taking the Fall 2020 Reading MAP will make growth from Fall to Winter to Spring Map.</td>
<td>At least 80% of teachers will participate in the School Climate/Morale Survey prior to student returning to in-person learning and at the end of the year.</td>
<td>MEGA 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.</td>
<td>MEGA will establish a fiscally responsible and balanced budget monitored on a bi-monthly basis.</td>
</tr>
<tr>
<td>EOG Reading</td>
<td>At least an average 80% of 6th grade students will meet the requirement to attend (no minor or major referrals &amp; passing all core classes) Zero Referral Quarterly celebrations.</td>
<td>Community Engagement: MEGA will continue to utilize social media presence, LMS Schoology, Tuesday Tidbits, and provide virtual engagement activities to support students/parents/community members.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Literacy Framework</th>
<th>Professional Development:</th>
<th>Family Engagement:</th>
<th>Financial Alignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Implement EngageNY curriculum that utilizes researched based strategies to address the needs of all students. Maximize use of blended learning using (Schoology, Nearpod, Flipgrid, Zoom, etc).</em></td>
<td>Quality professional development opportunities provided throughout the school year focused on virtual teaching and learning, technology PD, school climate/morale, classroom management, and building teacher-to-student relationships.</td>
<td>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.</td>
<td>MEGA will implement proactive measures to align fiscal resources to student priorities monitored through bi-monthly budget meetings.</td>
</tr>
</tbody>
</table>
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.

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**Outcomes/Goals: What will success look like for our school? [Smart Goals]**

**Math**
At least 65% of 6th grade students taking the Fall 2020 Math MAP will make growth from Fall to Winter to Spring Map.

EOG Math
At least 45% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

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

**Math**
*Implement Pearson curriculum that utilizes researched based strategies to address the individual needs of all students.*

Maximize use of blended learning using (Schoology, Nearpod, Flipgrid, Zoom, etc.).
Initiatives: What will we do to achieve success?

At least 70% of 6th grade students taking the Fall 2020 Reading MAP will make growth from Fall to Winter to Spring Map.

At least 51% of 6th grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

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

1. Implementation of EngageNY provided for all students.
2. Provide Lexia daily intervention for English Language Learners who scored Levels 1-3 ACCESS 2020.
3. 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 EdPuzzle, BrainPop, Flocabulary, Gizmos, and Active Classroom to improve vocabulary acquisition, talking and writing about meaning of text, and matching readers with texts (Lexiles).
7. Provide daily Student Work Time to support students with missing work/assignments/tests.
8. Implement Document Based Questions (DBQ) in order to support reading, thinking critically, and writing.

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

1. EngageNY common formative/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 monitor completion of See Readers and Read Alouds within the program.
5. MAP Reading Assessments - increased number of students meeting expected growth from Fall>Winter>Spring.
6. Teachers implement 2 school-wide/team DefinedStem tasks throughout the school year to make real world and interdisciplinary connections (IB MYP, Design)
7. Monitor Attendance, Academic Performance, and Office Referrals through bi-monthly team meetings and monthly MTSS meetings.

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

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 student 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. ReadingPlus students demonstrate adequate usage averaging 1-1.5 hours on the program per week along with averaging 80% comprehension.
8. Increase the percent of students in subgroups demonstrating growth on the MAP Reading Assessment.
Critical actions: What major actions will we complete and by when (student groups)?

1. Implementation of Pearson/Savvas curriculum provided for all students.
2. Implementation of Ascend for students identified through everyday, every other day math connections, and English Language Learners.
3. Professional learning communities will target improvement in CIAT (curriculum, instruction, assessment, and technology) using evidence-based practices.
4. Implementation of common formative/summative assessments used to drive instruction in math.
5. Professional learning provided in technology, instructional strategies, and differentiation to meet the needs of individual students.
6. Implementation of DefinedStem interdisciplinary project-based learning that provides students the opportunity to deepen their thinking and make real world connections. (IB MYP, Design)
7. Implementation of daily Student Work Time to support students with missing work/assignments/tests.

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

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. Ascend teachers will monitor student meeting objectives.
4. Teachers implement 2 schoolwide/team DefinedStem tasks throughout the school year to make real world and interdisciplinary connections (IB MYP, Design).
5. Monitor Attendance, Academic Performance, and Office Referrals through bi-monthly team meetings and monthly MTSS meetings.

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

1. The percentage of students meeting Measures of Academic Progress (MAP) Project Growth Percentile 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?

Evidence of Progress: Impact Check #1- Fall

Evidence of Progress: Impact Check #2- Winter

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

STUDENT ACHIEVEMENT
Prepare every student for college and career success.
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

STUDENT ACHIEVEMENT
Prepare every student for college and career success.
Initiatives: What will we do to achieve success?

School Climate
At least 80% of teachers will participate in the School Climate/Morale Survey prior to student returning to in-person learning and at the end of the year.

Human Resources
Recruit and retain effective teachers and staff who meet the district’s diverse needs.

At least an average 80% of 6th grade students will meet the requirement to attend (no minor or major referrals & passing all core classes) Zero Referral Quarterly celebrations.

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, Virtual teaching/learning, 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 for all teachers with 1-3 years experience at MCS.
5. Provide incentives, such as, Zero Referral Celebrations to increase positive behavior, build stronger relationships, and produce correlating positive academic outcomes.
6. If we return to five days in-person learning, 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).
7. Professional development provided for SWD teachers from district office.
8. Provide professional learning for online learning programs.

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

1. School Climate/Morale Survey results
2. Zero Referral Celebration percentage in attendance data
3. Office Referral data
4. Sharing of professional development opportunities with colleagues on professional learning days or in PLC’s.
5. Classroom observations demonstrate quality Tier 1 instruction.

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

1. Increased percent of students demonstrating growth on the reading and math MAP assessment.
2. A decreased number of ELL students scoring beginning on reading and math EOG.
3. Increase the number of students scoring Proficient and Distinguished level on the EOG.
4. A decreased number of SWD students scoring beginning in reading and math on the EOG.
**Initiatives:** What will we do to achieve success?

**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.

**Community Collaboration**
Increase community engagement across the district.

**Community Engagement**
MSGA will continue to utilize social media presence, LMS Schoology, Tuesday Tidbits, and provide virtual engagement activities to support students/parents/community members.

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

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 sent by Parent Liaison through email and social media to keep families aware of school business.
8. Parent Liaison provides family engagement strategies to teachers and staff on monthly basis.
9. Implementation of Tuesday Tidbits – weekly communication to parents via email.

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

1. Increased involvement in virtual Side by Side Workshops.
2. Increase in participation in surveys.
3. Increase virtual parent engagement at school related activities and PTSA events.
4. Increased usage of LMS Schoology.

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

1. Increased student/parent involvement in student activities.
2. Increased percent of parents demonstrating usage of digital platforms.
3. Positive parent/community perception of the school.
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

COMMUNITY COLLABORATION
Increase community engagement across the district.
**Initiatives:** What will we do to achieve success?

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

**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.

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**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 coaches and teacher leaders.
4. Collaborate with District Finance Office to align school and district processes.

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**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. Review the return on investment with all expenditures made throughout the year.
3. SGT meeting minutes pertinent to budget allocations.

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

1. Resources need to be aligned with student growth and achievement outcomes in reading and math EOG and MAP.
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: $33,318.00
Date of SGT Approval/Vote: 10/11/2020

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.

<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, PBIS School Climate Coach, STEM/STEAM Coordinator</td>
<td>Student Achievement, Human Resources</td>
<td>Improve school climate, provide teacher mentor to retain teachers, improve student academic outcomes</td>
<td>Maintain CCRPI five star climate rating</td>
<td>$10,145</td>
</tr>
<tr>
<td>PBIS, Student Activities, Staff Covid Items, Town Hall, Honors Das</td>
<td>Community Collaboration, Human Resources</td>
<td>Establish a sense of community and positive climate</td>
<td>Maintain CCRPI five star climate rating</td>
<td>$3,173</td>
</tr>
<tr>
<td>Library Media Center – Literacy</td>
<td>Student Achievement</td>
<td>Increase literacy levels and writing outcomes for all students</td>
<td>Improve course passing rates and EOG/ MAP outcomes</td>
<td>$4,000</td>
</tr>
<tr>
<td>Dues and Fees Professional Organizations</td>
<td>Student Achievement</td>
<td>Ensure fidelity of implementation of established programs</td>
<td>Improve course passing rates and EOG/ MAP outcomes</td>
<td>$2,000</td>
</tr>
<tr>
<td>Extended Day Tutoring Program</td>
<td>Student Achievement</td>
<td>Improve learning outcomes for at-risk students</td>
<td>Improve course passing rates and EOG/ MAP outcomes</td>
<td>$7,500</td>
</tr>
<tr>
<td>Supplies – Technology Related</td>
<td>Student Achievement, Community Collaboration</td>
<td>Improve learning outcomes for all students</td>
<td>Improve course passing rates and EOG/ MAP outcomes</td>
<td>$5,000</td>
</tr>
<tr>
<td>Expendable Equipment &lt;$5,000</td>
<td>Community Collaboration</td>
<td>Improve parent engagement and involvement</td>
<td>Maintain CCRPI five star climate rating</td>
<td>$1,500</td>
</tr>
</tbody>
</table>
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.

SGT Chair Signature

Principal Signature

Superintendent (or Designee) Signature

Date

* SGT approval of Charter Funding requests must be reflected in the SGT minutes.
* All Enhanced Roles must be reflected in the HR process for 2019-2020.
* Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.