



**Marietta**  
**city schools**  
A Georgia Charter System

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

# School Strategic Plan

School  
Name

Marietta Sixth Grade Academy

School  
Year

2018-2019

# Members



Corey Lawson, Principal

Miriam Hyppolite, Asst. Principal

Tamara Edwards, SIS/MYP Coordinator

Karen Brogan, SS PLC CF

Candice Taylor, Science Coach

Kyra Caldwell Templeton, ELA Coach

Lauren Thornton, Math Coach

Linda Turner, ELA PLC IF

Carrie Anderson, Fine Arts PLC Lead

Tashaunda Isom, SGT Parent Rep.

# Members



Samantha Haggard, World Lang. PLC Co-Lead

Darrell Salamon, Team 6-3 Lead

Victoria Collins, World Lang. PLC Co-Lead

Greg Boughton, Magnet PLC Lead

Carrie Hedrick, Science PLC IF

Valarie Gutierrez, Science PLC TF

Teresa Winters, Team 6-2 Lead

Tamala Wells, Math Conn. PLC Lead

Tracy Brooking, Team 6-4 Lead

Ayesha Wallace, Reading Conn. PLC Lead

# Members



Jack Benton, Science Teacher

George Maczko, Math Teacher

Mia Henderson, SpEd PLC

Bambi Papp, Climate Coach (Tier 2)

Robert Pinto, IT Coach

Kelvin Knight, Math PLC TF

Beverly Comer, Math PLC IF

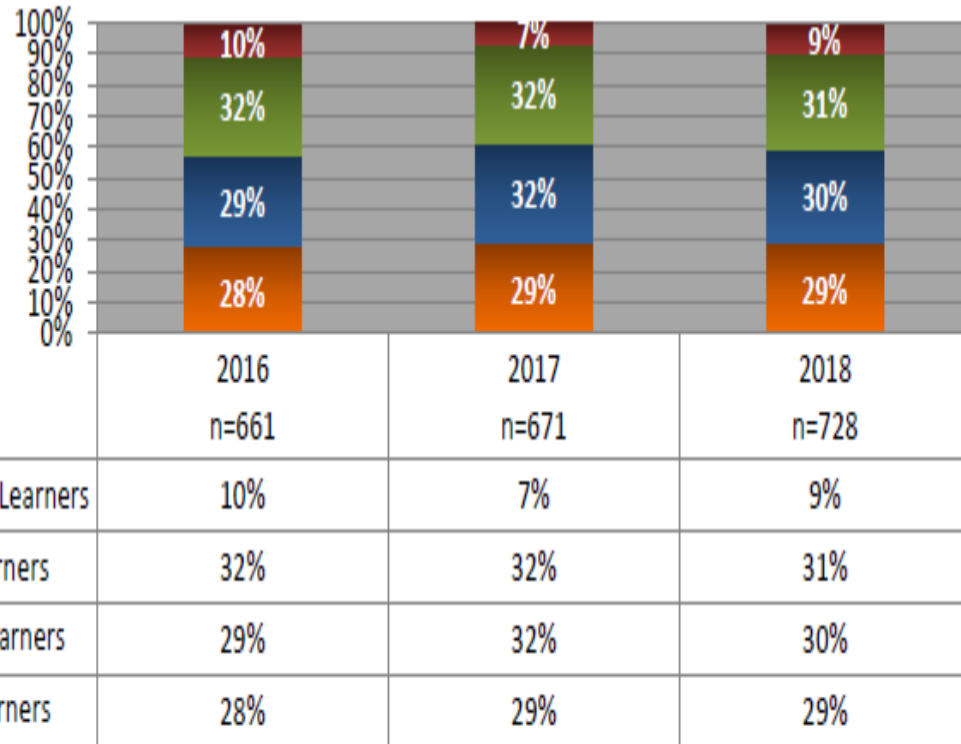
Donna Young, SGT Chair

Tye Burnett, SGT Community Member

Tootie Berniard, Secy to Principal/Registrar

# Needs Analysis

## MCS Grade 6 English Language Arts



### 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

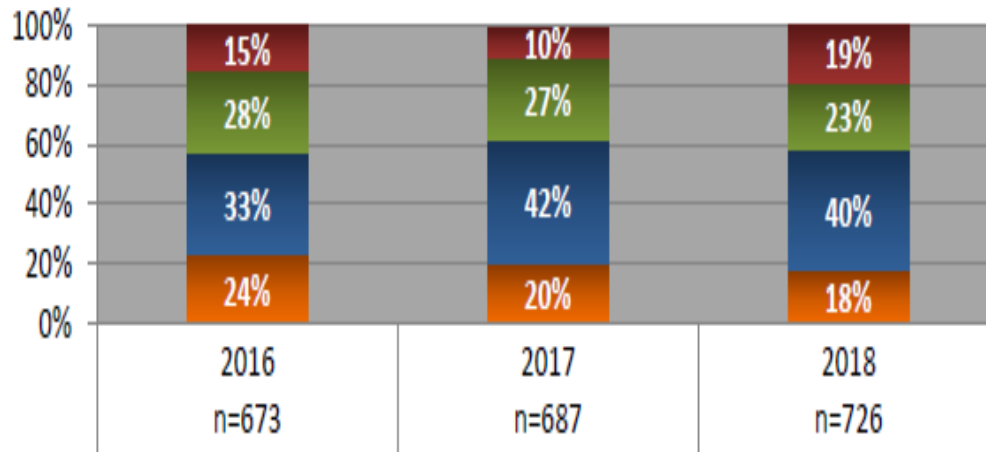
PROGRESS LEVELS

SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS	38.00		
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students		
ASIAN / PACIFIC ISLANDER	Too Few Students		
BLACK	Too Few Students		
HISPANIC	33.72		
MULTI-RACIAL	N/A		
WHITE	N/A		
ECONOMICALLY DISADVANTAGED	32.93		
ENGLISH LEARNERS	38.00	53.36	FLAG
STUDENTS WITH DISABILITY	Too Few Students		

# Needs Analysis

## MCS Grade 6 Mathematics



Distinguished Learners	15%	10%	19%
Proficient Learners	28%	27%	23%
Developing Learners	33%	42%	40%
Beginning Learners	24%	20%	18%

### HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?





ENGLISH LANGUAGE ARTS

**MATHEMATICS**

SCIENCE

SOCIAL STUDIES









#### LEGEND

-  Subgroup met 6% 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.

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 99.32% Participation Rate	73.59	68.07	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	100.00+	Too Few Students	
<b>BLACK</b> 99.32% Participation Rate	61.59	57.61	
<b>HISPANIC</b> 99.63% Participation Rate	62.59	58.25	
<b>MULTI-RACIAL</b> 100.00% Participation Rate	88.90	75.75	
<b>WHITE</b> 98.37% Participation Rate	100.00+	90.00	
<b>ECONOMICALLY DISADVANTAGED</b> 99.36% Participation Rate	58.43	54.52	
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	48.21	34.46	
<b>STUDENTS WITH DISABILITY</b> 98.97% Participation Rate	37.78	32.75	

# Needs Analysis



HOW IS THIS SCHOOL PERFORMING ON CLIMATE?



## HOW DID THE SCHOOL PERFORM ON EACH CLIMATE INDICATOR?

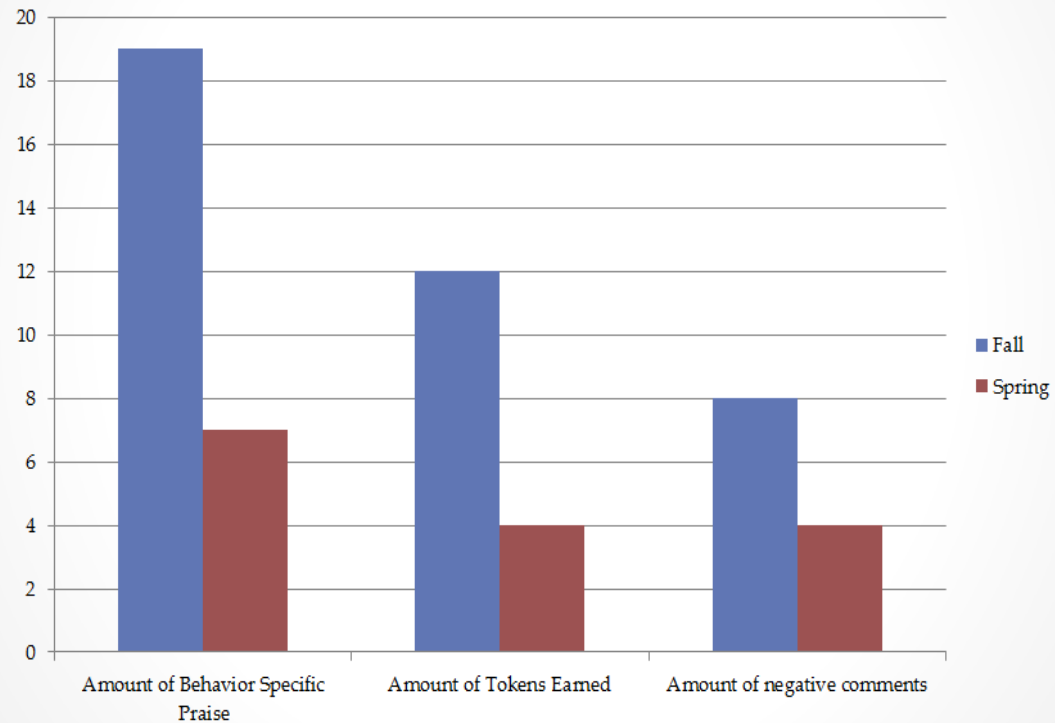
### LEGEND

- ID** Incomplete Data – Data are not complete
- IP** Insufficient Participation – Minimum participation not met
- LI** Low Incidence – Count of incidents reported was significantly lower as compared to all schools
- LP** Low Participation – Minimum survey participation requirement not met
- NA** Not Applicable – Sub-indicator is not applicable.
- NP** No Participation – No participation for this indicator
- NS** No Score – School does not receive a score

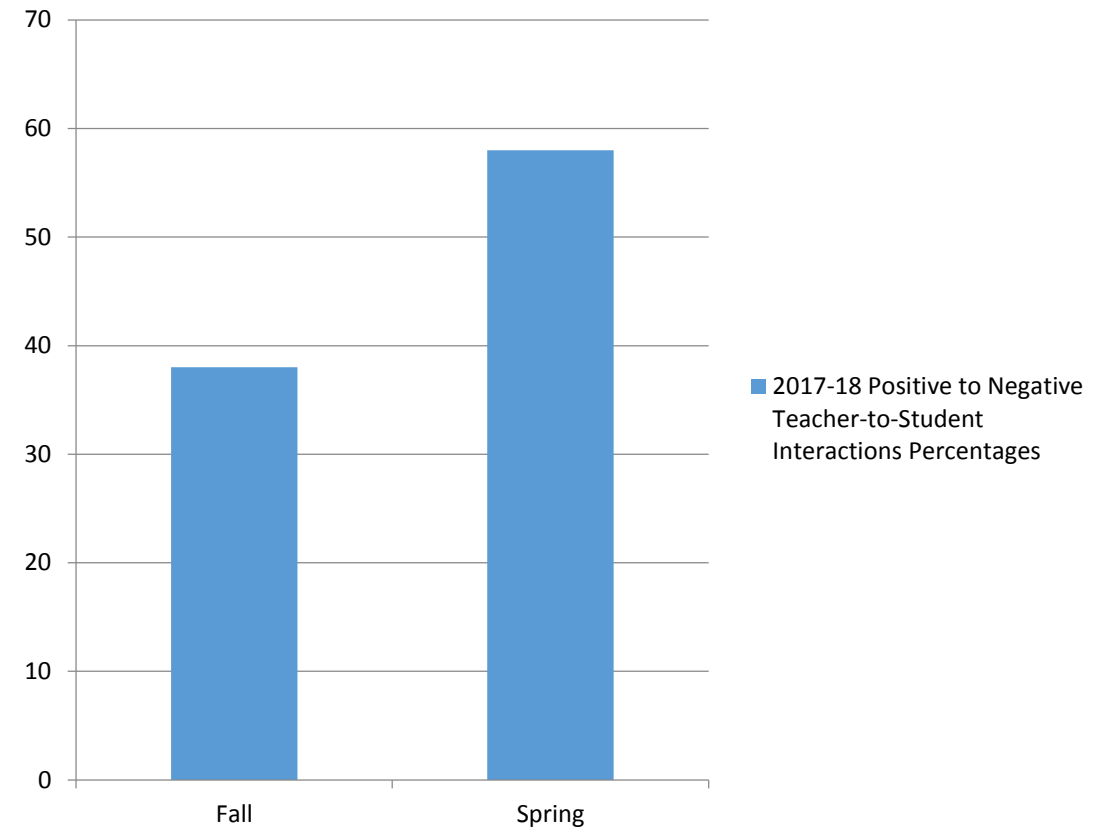
<b>SURVEY</b>	<b>78.98</b>
<a href="#">- Hide survey data</a>	
Teacher / Staff / Administrator	79.16
Parent	82.81
Student	74.96
<b>DISCIPLINE</b>	<b>89.70</b>
<a href="#">- Hide discipline data</a>	
Weighted Suspension Rate	89.70
<b>SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT</b>	<b>90.31</b>
<a href="#">+ View safe and substance-free learning environment data</a>	
<b>ATTENDANCE</b>	<b>96.18</b>
<a href="#">+ View attendance data</a>	
<b>ADDITIONAL CONSIDERATIONS</b>	<b>N/A</b>
<a href="#">+ View additional considerations data</a>	

# Needs Analysis

## Classroom Observation Scores (fall 2016 to spring 2017)

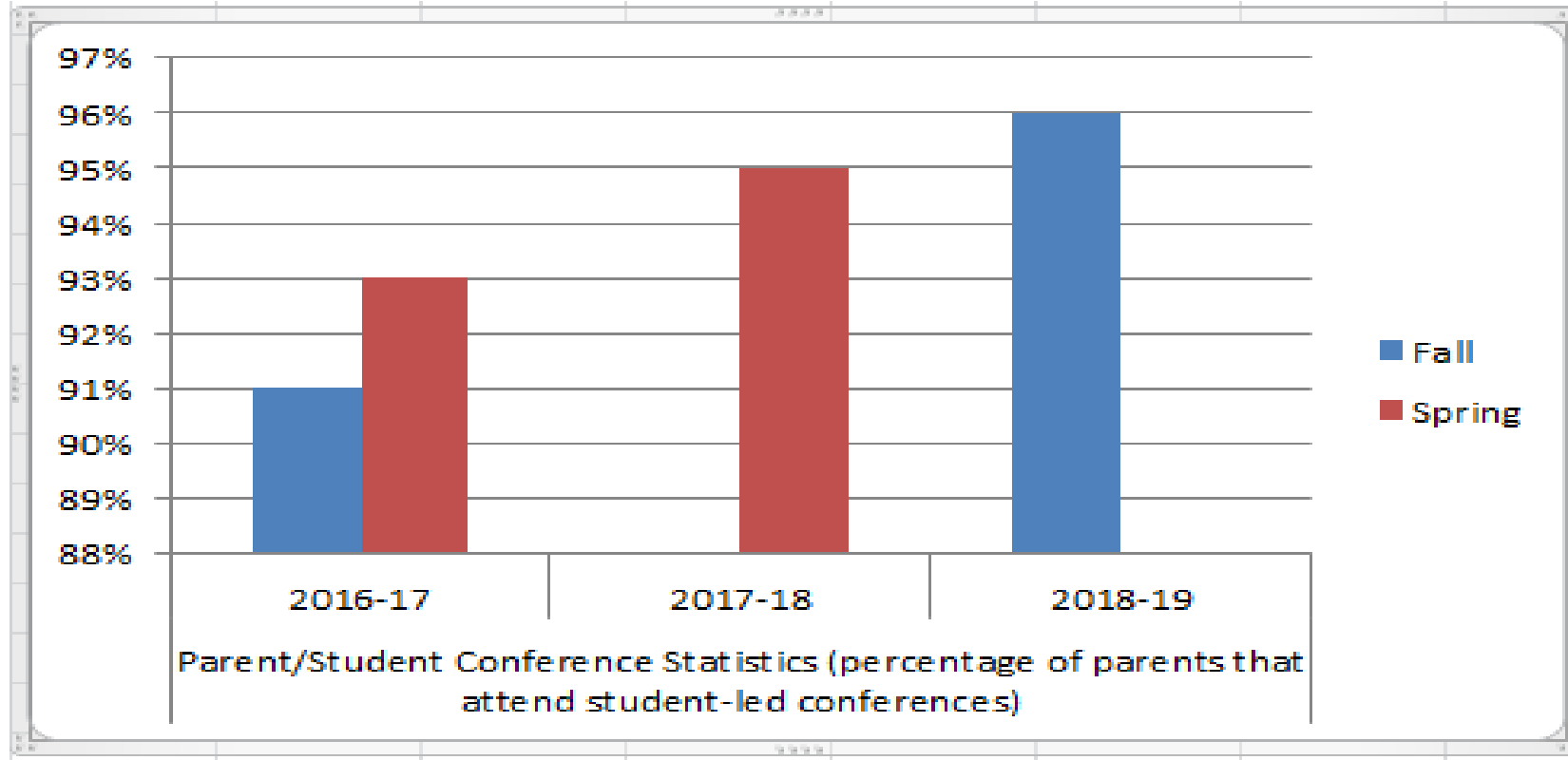


## 2017-18 Positive to Negative Teacher-to-Student Interactions Percentages





# Needs Analysis



# Strategic Plan:



**STUDENT ACHIEVEMENT**

Prepare every student for college and career success.



**HUMAN CAPITAL & DEVELOPMENT**

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)

**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 6<sup>th</sup> 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.

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

**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.

# Strategic Plan:



**STUDENT ACHIEVEMENT**

Prepare every student for college and career success.



**HUMAN CAPITAL & DEVELOPMENT**

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)

**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 6<sup>th</sup> grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level

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

**Math**

\*Implement math instruction that utilizes 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)?

Literacy



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).

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)

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 6<sup>th</sup> grade students taking the Georgia Milestones will perform at the Proficient or Distinguished level.

**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 like if we provide opportunities for all children (student groups)?

Math



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)

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

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.

**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)?

School Climate/Teacher-to-Student Relationships



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)

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

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



**HUMAN CAPITAL & DEVELOPMENT**

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



**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)?

Community Engagement



1. Spanish and Portuguese translators provided for conference week
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.



1. Increase in participation in student-led conferences
2. Increased involvement in Side by Side Workshops.
3. An increase in PTSA membership.
4. Increased attendance in PTSA sponsored activities.
5. Increase in participation in surveys.
6. Increase in parent volunteers at school related activities.



MSGA will maintain at least 90% participation rate in student-led conferences.



**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

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.

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.

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.



## Charter Funding - Strategic Support -SGT Request Form-

School: **Marietta Sixth Grade Academy**

Amount Requested: **\$36,880 based on 668 Enrollment: See Budget information and breakdown below**

Date of SGT Approval/Vote<sup>1</sup>: **September 21, 2018/5-0**

**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.

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

# Charter Funding - Strategic Support

## -SGT Request Form (continued) -

**Evaluation/RO<sup>3</sup>**: 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.

SGT Chair Signature

Principal Signature

Superintendent (or Designee) Signature

Date

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<sup>1</sup> SGT approval of Charter Funding requests must be reflected in the SGT minutes.

<sup>2</sup> All Enhanced Roles must be reflected in the attached 2018-19 Enhanced Roles excel file, which must be submitted with this form.

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

## APPENDIX A– Budget Template 1

# 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

District Name:	Marietta City Schools	Fiscal Year:	2019
School Name:	Marietta Sixth Grade Academy	Date Submitted:	9/20/18 Revised 11/29/18
Grade Level:	Grades 6		

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

Program	Intent and Purpose Statement
Title I, Part A	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
Title II, Part A	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
Title III, Part A	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
Title IV, Part A	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

Signatures					
Title I Director		Date		Title II Director	
Title III Director		Date		Superintendent	
Principal		Date			