

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



Marietta
city schools
A Georgia Charter System

School Improvement Plan

School
Name

Marietta Middle School

School
Year

2021-2022

Members



Dr. Dayton Hibbs: Principal



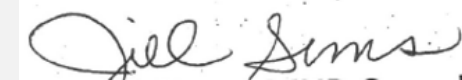
Ms. Mary Thurman: Assistant Principal



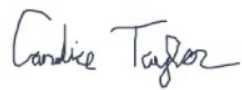
Mr. Anthony Booker: Assistant Principal



Ms. Tamiko Godwin: Assistant Principal



Ms. Jill Sims- MYP Coordinator



Ms. Candice Taylor: Science Coach



Ms. Lauren Thornton: Mathematics Coach



Dr. Kyra Caldwell Templeton: Language Arts Coach



Dr. Lisa Cox, Student Support Specialist

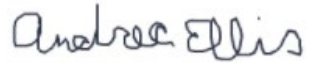
Members



Mary Ellen Mayer: ELA



Natalie Darbey: ELA



Andrea Ellis: Math




Lance Stewart: Math



Kathryn Bouchard: Science



McKinley Johnson: Science



Sally Stone: Social Studies



Lela Horne: ESOL



Jamie Watson: Reading Support



Marcia Brunet: Math Support

Members



Neddra Hardaway: CTAE Electives

Alana McLemore: PBIS Coach



Ms. Margarita Poche: Counselor



Methany Thornton: 7 Mindsets Coach

Dr. Andrea Francis: Counselor



Ms. Whitney Hancock: Counselor

Needs Assessment

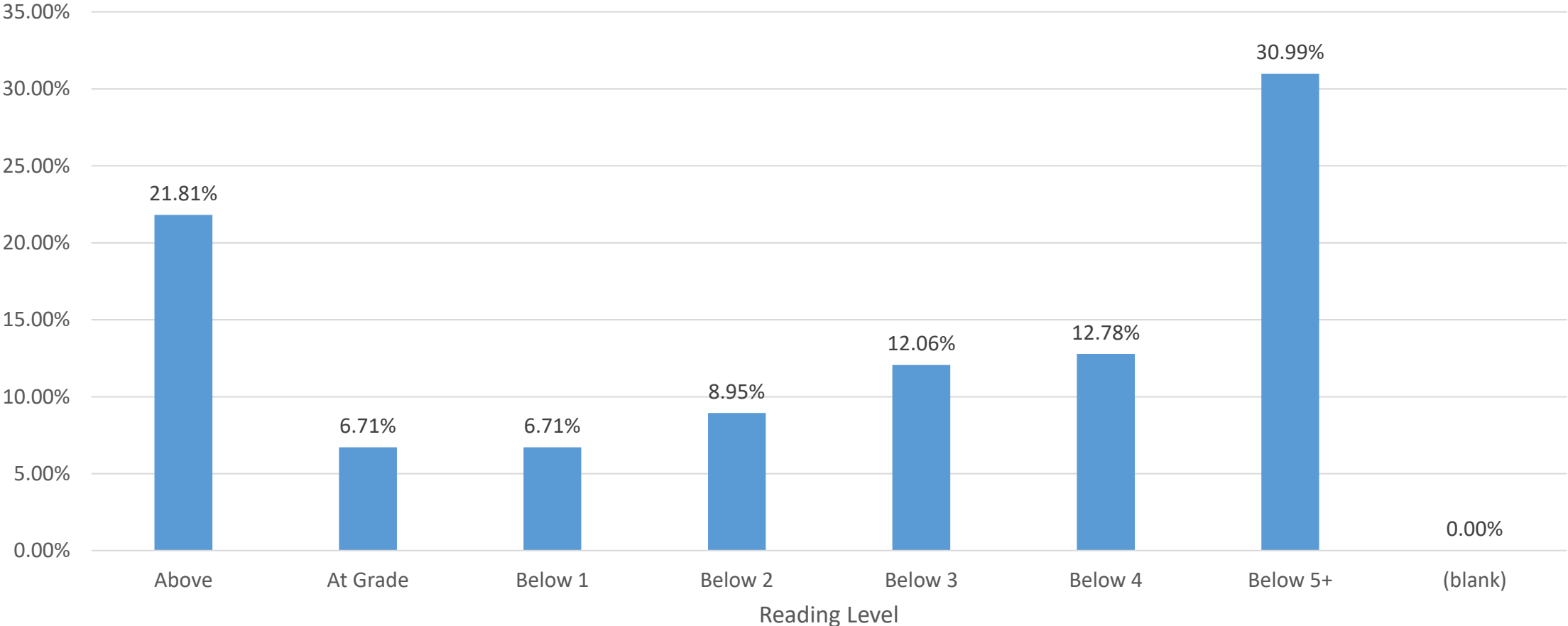


- Continued implementation of a guaranteed and viable curriculum to support quality tier 1 instruction.
- Growth in MAP (Measures of Academic Programs) for all students.
- Reduce the achievement gap among subgroups.
- Reduce the number of beginning learners on EOG for all subgroups.
- Increase the number 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.

Needs Analysis



Reading Plus Benchmark
August 2021



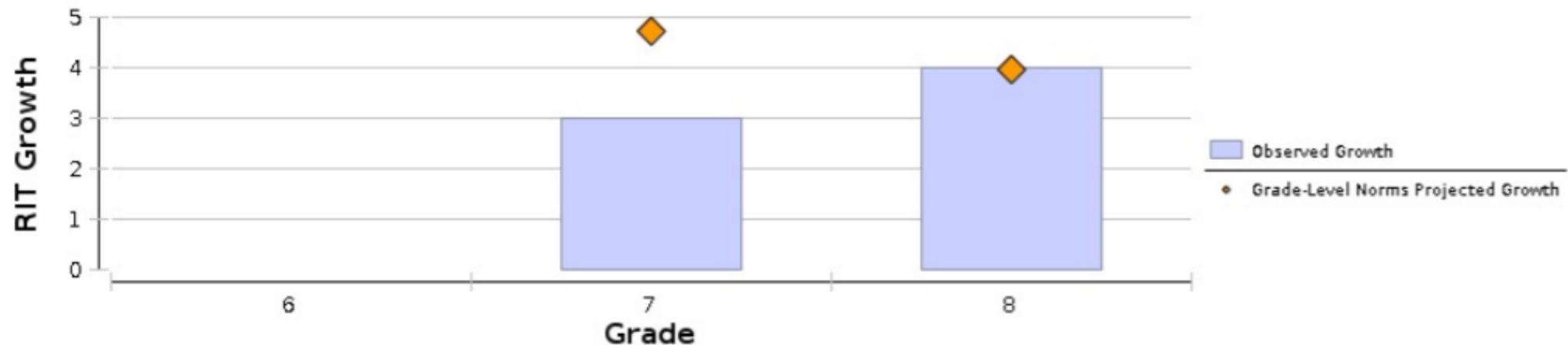
Fall 2021 MAP Growth Assessment-Reading

Marietta Middle School

Language Arts:
Reading

Grade (Fall 2021)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Fall 2020			Fall 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	454	211.1	16.5	55	214.6	15.3	52	3	0.4	4.7	-0.75	23	454	219	48	45
8	438	217.2	15.7	66	221.5	15.1	67	4	0.4	4.0	0.25	60	438	237	54	51

Language Arts: Reading



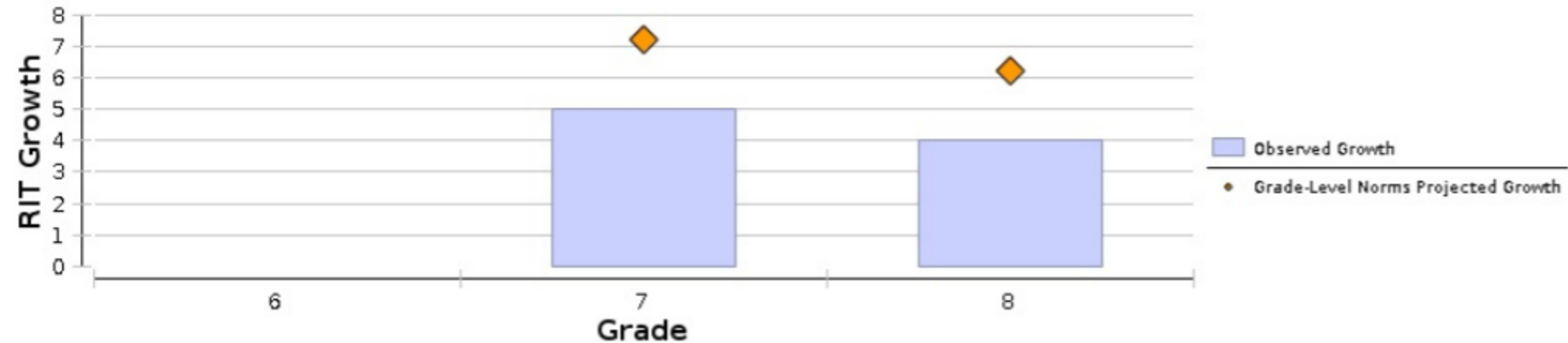
Fall 2021 MAP Growth Assessment-Math

Marietta Middle School

Math: Math K-12

Grade (Fall 2021)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Fall 2020			Fall 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	448	213.6	14.1	44	218.8	15.0	44	5	0.3	7.2	-1.14	13	448	174	39	36
8	438	223.0	15.4	63	226.7	16.9	57	4	0.4	6.2	-1.56	6	438	181	41	35

Math: Math K-12





Marietta city schools

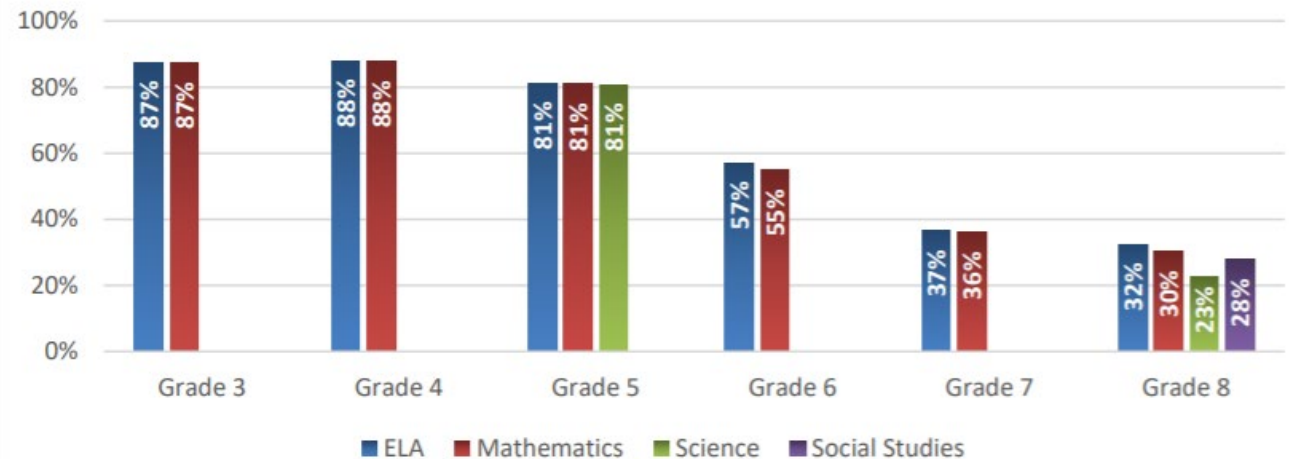
A Georgia Charter System

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).

MCS 2021 EOG Participation Rate by Grade



Needs Analysis



SY21 EOG English Language Arts

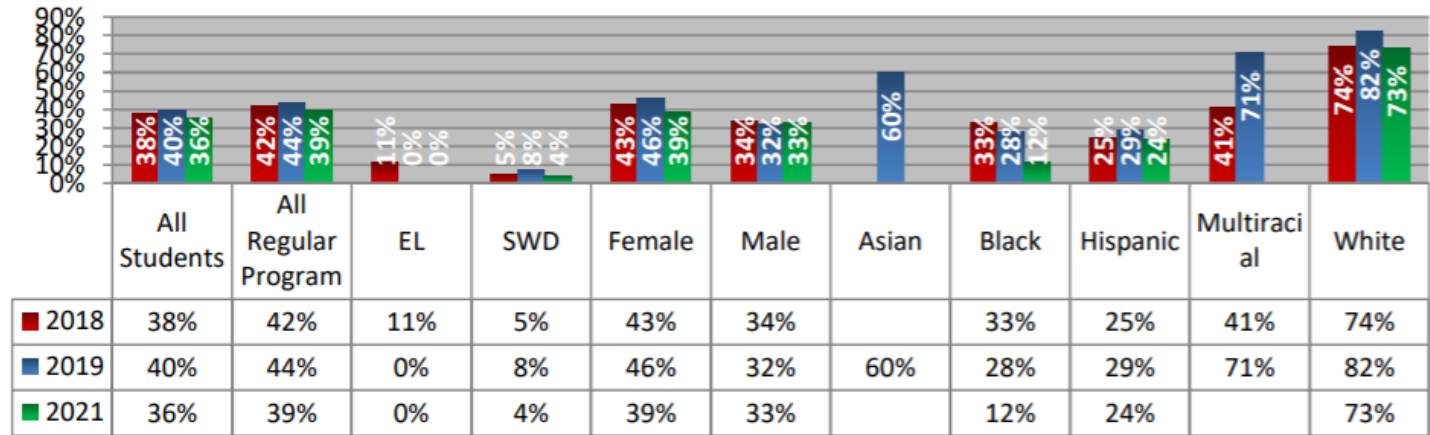
Achievement Level	Number of Students	Percent of Students
Beginning	167	36%
Developing	121	26%
Proficient	109	24%
Distinguished	66	14%

SY21 EOG Mathematics

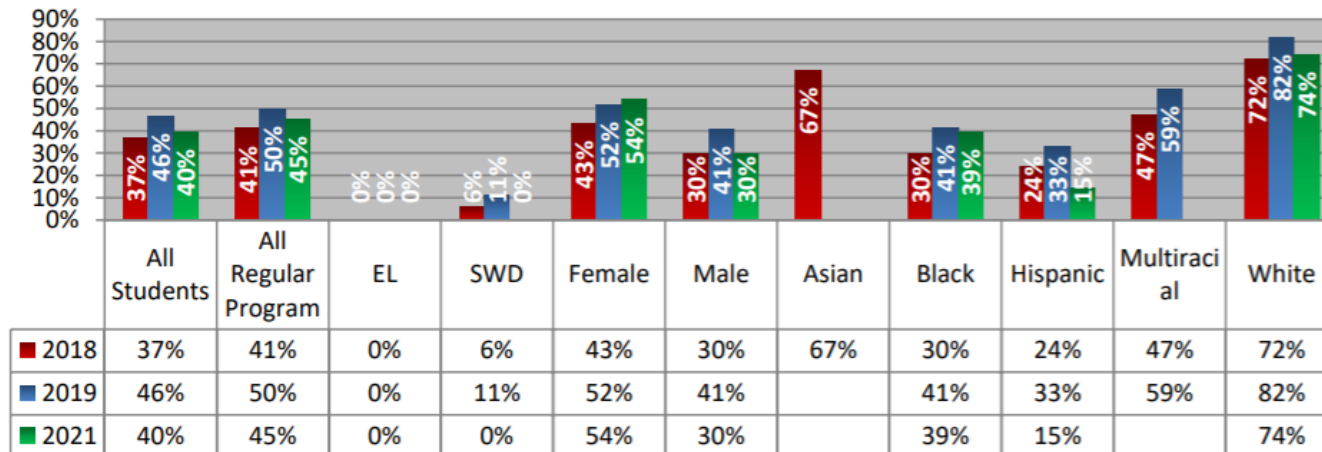
Achievement Level	Number of Students	Percent of Students
Beginning	155	35%
Developing	133	30%
Proficient	108	24%
Distinguished	50	11%

Georgia Milestones

Grade 7 ELA by Demographics - Proficient and Distinguished

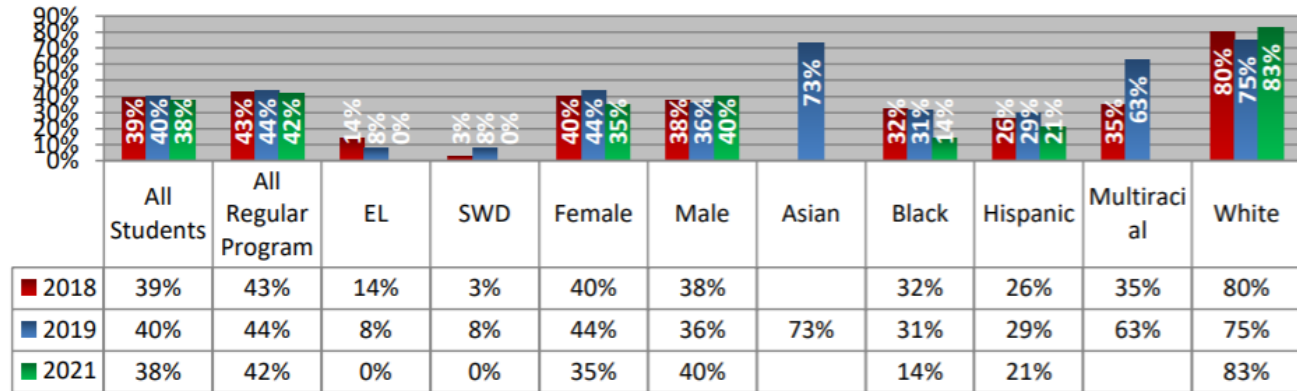


Grade 8 ELA by Demographics - Proficient and Distinguished

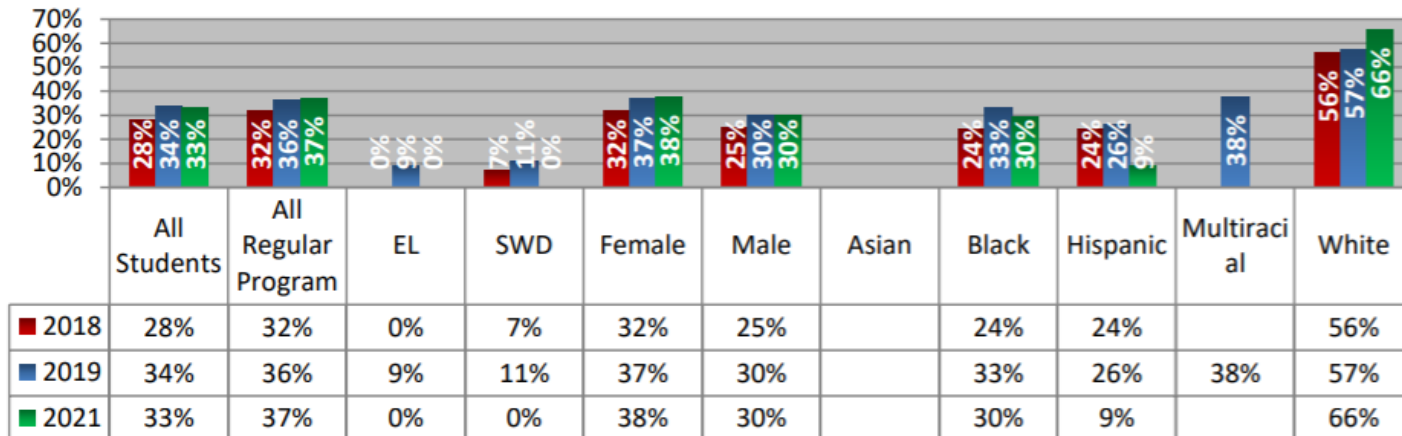


Georgia Milestones

Grade 7 Math by Demographics - Proficient and Distinguished



Grade 8 Math by Demographics - Proficient and Distinguished



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.

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

Literacy

Increase the percentage of students performing at Proficient or Distinguished in ELA EOG to 40%. GM – 43% P&D ('23) to 46% P&D ('24)
At least 65% of students taking the Fall 2021 Reading MAP will make growth from Fall to Spring MAP.

Mathematics

Increase the percentage of students performing at Proficient or Distinguished in mathematics to 37% . GM – 40% P&D ('23) to 43% P&D ('24)

At least 65% of students taking the Fall 2021 Math MAP will make growth from Fall to Spring MAP.

Professional Development

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

Family Engagement

Improve the quality and quantity of communication among students, teachers, and parents.

Financial Alignment

Improve alignment between financial expenditures and academic impact / return on investment.

Financial Efficiency Star Rating (FESR)

Increase the CCRPI FESR and academic return on investment

Initiatives: What will we do to achieve success?

Balanced Literacy Framework

Continued implementation of a guaranteed and viable literacy curriculum through the MCS vetting process.

Balanced Mathematics Framework

Continued implementation of a guaranteed and viable mathematics curriculum through the MCS vetting process.

Coaching Cycle

Utilize coaching model to provide direct modeling, feedback, and support to teachers/PLCs to ensure implementation of a guaranteed and viable curriculum.

Communication

Leverage digital platforms to improve quality of school communications.

Budget Processes

Maintain effective internal budgeting processes for the expenditure of consolidated and charter funds.

Prioritization

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

Initiatives:
What will we
do to achieve
success?

**Balanced Literacy
Framework**
Continued
implementation of a
guaranteed and
viable literacy
curriculum through
MCS vetting process.



**STUDENT
ACHIEVEMENT**

Prepare every student for
college and career
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 Arouns, 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.

Initiatives:
What will we
do to achieve
success?

**Balanced Mathematics
Framework**
Continued
implementation of a
guaranteed and viable
mathematics
curriculum through
MCS vetting process.



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

- 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 Mosa Mack to improve vocabulary acquisition, provide interdisciplinary connections, and support student inquiry.



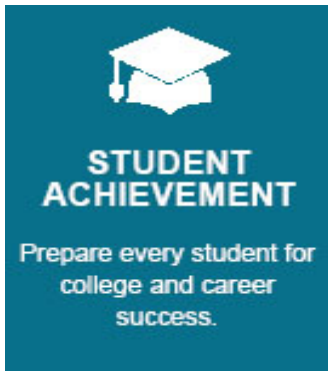
Evidence of progress: How will we
know that the initiative is working?
(Timeline)

- Common formative assessment to monitor progress for increased percentages of students meeting grade level expected levels of performance.
- MAP Math 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 achievement of objectives in Ascend.
- Monitor proficiency by subgroup data for common formative and summative
- 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 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?

**Professional
Development**

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



**HUMAN CAPITAL
& DEVELOPMENT**

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

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

- 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.

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

- 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.

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

- 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.

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)?

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



- Improve home-school communication and processes to engage families through an increase in strategic social media messaging.
- Improve home-school communication and processes to engage families through monthly newsletter in English and Spanish to provide parents with ideas to promote school success, parent involvement, and effective parenting strategies.
- 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.

- 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.

- 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.



Initiatives:
What will we
do to achieve
success?

Budget Processes

Maintain effective internal budgeting processes for the expenditure of consolidated and charter funds.



**FISCAL
RESPONSIBILITY**

Establish fiscal processes that align to the needs of students and staff.

Prioritization

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

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

- 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.

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

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

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

- 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.

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

