

MARIETTA SIXTH GRADE ACADEMY



2018-2019 SCHOOL STATISTICS

Designated in 2016-2019
Re-Designated in 2019-2022

Community Size - Suburban
School Enrollment - 675
Grade Levels - Sixth Grade Only
School Calendar - Balanced
Free & Reduced Lunch - 45%
English Learners - 33%
Students with Disabilities - 11%

Marietta City Schools
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Principal - Corey W. Lawson
<https://www.marietta-city.org/Domain/16>

School Characteristics and Replicable Practices

Academic Excellence

- All students in the school are held to high levels of academic and behavioral expectations.
- The IB MYP program requires thematic units of instruction and inquiry-based learning.
- Different levels of academic rigor allow students to work to their potential. Students may qualify for an enhanced or advanced courses based on test scores, grades and other important criteria.
- Collaborative planning time is used by interdisciplinary teams and

2018-2019 School Demographics

- **African American - 36%**
- **Asian - 2%**
- **Caucasian - 18%**
- **Filipino - 0%**
- **Hispanic - 39%**
- **Native American - 0%**
- **Pacific Islander - 1%**
- **Other - 7%**
- **Two or More - 3%**

- Professional Learning Communities on a consistent, weekly basis.
- The disaggregation and analysis of data are key professional learning tasks by interdisciplinary teams.
- Remedial Education Program (REP) and support classes (Mathematics and Reading Connections), as well as small group after school tutoring sessions, are offered to students requiring/desiring extra help.
- Differentiated instruction in all classrooms with an emphasis on 21st century skills and tools.
- Teachers strive to reach all types of learners. An abundance of hands-on activities for kinesthetic learners, as well as video streaming, discussion, note taking, and project-based collaborative activities.

Developmental Responsiveness

- Student-led conferences throughout the school in the Fall. This helps develop student voice, confidence, ownership, and responsibility.
- Over 28 student clubs offered by faculty and staff that engage students and promote the IB Learner Profile in productive and meaningful activities and projects in and around our community.
- Teachers serving as advisers, spend a great deal of time with students setting goals, reflecting on their success in meeting those goals, and monitoring their progress during advisement class.
- A full time parent liaison keeps stakeholders informed, helps parents stay connected to the school and conducts home visits as needed.
- Transition activities including the Blue Devil Day tradition and "induction ceremony" of 5th graders to support matriculation to our school.
- Targeted and engaging parent and student information meetings, activities, and tours to assist in the transition of all 5th graders coming from 8 different elementary schools.
- Side-by-Side parent workshops and classes are offered on topics throughout the year based on needs assessment and survey.
- Rigor and relevance are involved in the IB MYP, particularly as it is related to the interdisciplinary units and community service requirements.
- Interdisciplinary teams are designed to discuss students and their academic achievements and challenges, as well as their behavior and emotional and social well-being.

Social Equity

- Our school climate is warm and inviting. High teacher morale and pride exist in our school.
- Quarterly recognition programs allow students to be recognized for things such as character, citizenship, academics and appropriate behaviors.
- Teachers and Specialists use a variety of instructional strategies, with many of these strategies requiring students to collaborate with fellow classmates and to engage in hands-on learning.
- The faculty and student body are very diverse and interact well with one another.
- The faculty holds high expectations for ALL students and the school is

structured in a way that responds to the expectations of the community it serves.

- Students are proud of the school and feel their work is challenging and engaging.
- Gifted and talented students are enrolled in advanced and enhanced courses.
- Positive Behavior Interventions and Support (PBIS) is framework in which all students have the opportunity to be recognized for demonstrating established behavioral expectations facilitated by our Climate Team.

Organizational Support

- Faculty members are part of the MYP Leadership Team and have input into the development of the School Strategic Plan.
- School Improvement Specialist/MYP Coordinator
- Enhance Teacher Roles such as Extended Day Learning Coordinator, New Teacher Facilitator and PLC Facilitators
- Data team and team meetings are held weekly in order to maintain updated progress.
- Collaborative PLCs consistently focused on Curriculum, Instruction, Assessment, and Technology.
- Monthly electronic newsletter, web-based electronic calendar of events, active school Facebook and Twitter accounts, along with Aspen email blast of major events, phone messages, school marquee, etc.
- School and teacher websites with an online grade book
- Ongoing meetings with Leadership Team and Academic Coaches to monitor School Strategic Plan initiatives using data to inform decisions and next steps.
- A School Governance Team comprised of teachers, parents, administrators, and community/business partners that meet monthly with the goal of increasing student achievement through innovations.