



GEORGIA LIGHTHOUSE SCHOOL TO WATCH MARIETTA SIXTH GRADE ACADEMY—VISITOR’S GUIDE

Marietta Sixth Grade Academy



Designated since 2013, Redesignation I 2016-2019, **Re-designation II 2019 through 2022**

Marietta Sixth Grade Academy (M.S.G.A.)
Marietta City Schools
Principal: Corey W. Lawson
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2018-2019 School Statistics

(Source: ASPEN & GOSA)

- **Community:** Suburb of Atlanta, Cobb Co, GA
- **Enrollment:** 656
- **Stability:** 93%
- **Mobility:** 9%
- **Grade Level:** 6th
- **School Schedule:** Rotating A/B 6 period day
- **Student Demographics by Percentages:**

Race	Gender	Service	Lunch
African American 37%	Female 48%	Gifted 16%	Free 45%
American Indian 30%		EL 34% Includes Monitored	Reduced 12% Full 43%
White 26%	Male 52%	SWD 11%	
Other 7%		504 5%	

- ☆ Middle Years Programme (MYP) IB World School
- ☆ Science Technology Engineering Mathematics (S.T.E.M.) DOE Certified Program
- ☆ Awarding winning Fine Arts & Athletic Programs
- ☆ Greatest Gains-Platinum School
- ☆ 2018 CCRPI 81.9; School Climate Rating-5 out 5 Stars

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 advanced courses based on test scores, grades and other important criteria.
- Collaborative planning time is used by interdisciplinary teams and departments 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 groups 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.
- All teachers are members of PLC’s and have planning sessions on a regular basis throughout the year.



Developmental Responsiveness

- Student-led conferences throughout the school in the Fall. This helps develop 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.
- 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 Blue Devil Day 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.
- Highly qualified teachers and specialists that promote 21st century skills.
- Teachers 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 Supports

- 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-Extended Day Learning Coordinator and New Teacher Facilitator
- 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.